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ABSTRACT

Overwhelmed by conflicting demands from within its own administration, from its local school board, and from the state department of education, the school district of Summit, New Jersey, took action to develop a consensus among those making demands. Administrators and school board members attended a working dinner where each individual identified major concerns, then worked in groups of three to consolidate and refine their lists of concerns, then worked in groups of six, and finally selected representatives who would consolidate all the lists into a report that could be supported by the whole group. Once the group had agreed on the problems it faced, it developed a nine-step planning system for the district. The steps included developing a statement of purpose, assessing the external and internal environments, identifying goals, assessing needs, prioritizing concerns, developing objectives, planning and budgeting, and monitoring and evaluating. This document outlines the process and its development, and includes appendixes that (1) fully describe the planning system, (2) report the complete results of the external assessment survey (with extensive tabular documentation), and (3) show an example of a form used in the planning process. (PGD)

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A SYSTEMS APPROACH TO MANAGEMENT EFFECTIVENESS TRAINING

Presentation, AASA Annual Convention, Dallas, March 1985

by Dr. Richard L. Fiander
Superintendent of Schools
Summit, New Jersey

We as educators are being asked to deal effectively with many problems today: tight money, expanding demands and expectations, growing teacher militancy, increasing accountability, declining enrollments, teacher shortages, increasingly aggressive school boards, and so on. There are no simple, single answers to any of those problems. But the situation is not hopeless. Our thesis today is that good management can help considerably in addressing these problems. Management is not a bag of tricks; nor is it illusive or a new-fangled concept. It is the process of making an organization purposeful and effective.

I intend to talk to you today about how we manage our resources in Summit, New Jersey. Much, perhaps all, of what we do you may already do or know about. I hope some of you will leave this session with a number of new insights and skills. I hope all of you leave with a little something, even if it is simply the reassurance that you are as smart, if not smarter, than at least one guy from New Jersey.

We'd had a planning system in Summit for many years. It was based on the MBO (Management by Objective) model. We called it IBO--Improvement by Objectives. It wasn't working. There was unhappiness within the administrative ranks to a degree that was unhealthy. The Board of Education was unhappy. There were tensions between the Board and administrators. What were the reasons?

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> Annually we ended up with too many objectives to deal with effectively. We generated our own objectives--concerns we thought were important to address--and then the State Department of Education would direct us at a later date to come up with objectives it thought were important. For example, "This year your objective has to be in math," when we'd already concluded that we had critical needs to address in writing, computers and foreign language. All our work as to no avail. Further, a new Board of Education, even before Nation at Risk, got very aggressive about change. There wasn't a meeting that passed without the Board coming up with at least "one good idea" that we had to work on. We had too many balls in the air...too many projects.
>
> Alluded to already, we had a new Board of Education, an activist Board. Its members wanted to be on top of things and involved. Questions abounded over spheres of responsibility, roles and relationships. There were tensions.
>
> There were also tensions because of philosophic disagreement or misunderstandings between people within the Board and between some Board members and the administration.

I considered various ways of addressing the problem and finally did the following: I went to our administrative group-- we call it the Administrative Council--and then to the Board. Separately, we discussed what they and I saw as concerns or problems that were impeding our effectiveness.

I proposed that we all get together and talk about these and work on ways of addressing the concerns and problems and enhancing our effectiveness.

We agreed to get together for dinner and a working session. I planned the evening and served as the facilitator. We had a secretary with us during the work session to type, tape, reproduce, take notes, whatever.

I had the group address certain questions having to do with management and planning--essentially getting them as individuals, then small groups, and then the total group to focus on weaknesses in what we were currently experiencing and then on what they saw as the ideal. In other words, the currently experienced vs. the currently desired.

I used what I call the 1-3-6 process for this task. Its basic format is as follows:

Step 1. Individually, list the seven or eight concerns that you have about the school operation that you would like to see addressed. (5-7 minutes)

Step 2. In groups of three, develop a composite list, composite meaning the elimination of redundancy; agreement on concerns is not desired at this stage. (5-7 minutes)

Step 3. Joining another group of three, combine their composite list of concerns with that organized by your group of three persons. Elect one person to serve on a writing team. (6-9 minutes.)

Step 4. With a representative from each group of six persons, develop a total group consensus report by listing seven to ten top priority concerns. (30 minutes)

Step 5. The writing team submits the concerns to the entire group involved at Step 1 for further editing, additions, deletions, revision and for adoption. (30 minutes)

After two follow-up evening dessert and coffee work sessions, with some subcommittee work between meetings, we generated what we call our planning system. It consists of nine parts or steps:

1. Develop statement of purpose
2. Assess external environment
3. Assess internal environment
4. Develop goals
5. Conduct needs assessment
6. Prioritize areas of concern/problems
7. Develop objectives
8. Develop plan and budget
9. Monitor and evaluate.

A reading of the full document (attached as Appendix I) will show that it effectively addresses the dysfunctions described earlier. It forces us to go to the data, to prioritize and agree on concerns, goals and objectives. It spells out roles, responsibilities and relations and gives us a timetable to follow. It produced a philosophic confluence that heretofore had been lacking.

For example, in developing a statement of purpose, we were required to determine a set of operating principles. Everyone in the school system now knows the rules and expectations. Some of the basic principles include:

* Actions in the district are ethical, lawful, and responsible.
* Thinking, especially to the higher levels (e.g., analysis, synthesis, creative thinking) and problem-solving are taught and/or reinforced by each teacher.
* Each teacher is a teacher of reading, writing and oral communication.
* Parent involvement in the life of the school is encouraged and appreciated.

* Those who are affected by a decision are involved, in an appropriate way, in the decision-making process.

* There are high expectations of success and appropriate recognition of academic progress and accomplishment.

The external assessment component of our planning system involved designing and distributing a survey to the community. This was slow in getting started, but a committee consisting largely of community members was formed, charged and completed its study. 8,350 copies of the questionnaire were mailed to community households. There were 1,584 returns. This 19 percent return was considered good. (A copy of the survey and its analyses are attached as Appendix II.)

We did an "internal assessment" as described. During the experience, we jokingly called ourselves the SWOT Team, because we went through an exercise for each component of the district's Strengths, Weaknesses, Opportunities and Threats.

The SWOT experience resulted in three to four objectives being identified. The highest priority objective was to continue our work in staff development. Following the problem-solving model that is SOP in Summit, a program called Leadership in Learning has evolved. It is based on Madeline Hunter's instructional skills model. The effort is headed by one of our elementary principals. She and some staff from each building have been highly trained by Ernie Stakowski, a disciple of Madeline Hunter, former head of staff development in Long Beach, California and now a fulltime consultant--a very good man!--and they teach the course. (Page one of the action plan developed for this program is attached as Appendix III.) We're right on target. By June of 1985, 100 percent of our staff will be trained.

The document in Appendix I does a nice job of describing the other six components of our planning system. The last page also addresses the questions of roles, relationships and responsibilities. You'll notice that we have to report objectives, plans and progress to the County Office of the New Jersey State Department of Education. While we were working on this planning system, there was a change in leadership in the State Department of Education: We got a new Commissioner.

This new Commissioner came from the ranks, leaving a New Jersey superintendency for the commissionership. He continued to require that two to three objectives be submitted annually, but instead of telling us that they had to be in a specific area--e.g., math--he said that they simply had to be student based. He also established a timetable that coincided with what most of us had been following because of budget development. This fact, along with our own strategic planning, has brought a cohesiveness to the system that had been missing in the past.

Problem-solving and planning are key elements of good management. I've tried to give you a case study of how one system addresses these areas, and I've given you materials I hope you'll find useful. If you do use them, list us--Summit--in the credits, please.

A PLANNING SYSTEM

Planning can be accomplished by an organization without having a formal planning system. Likewise, the existence of a formal planning system does not ensure good planning. The use of such a system, however, does signal to an organization and to its constituency 1) the need to plan, 2) the desire to do good planning and 3) the commitment to expend sufficient resources to implement good planning.

Planning for Summit's Public Schools is most effective when it has a strategic orientation. The purpose of strategic planning is to provide the district with a framework on which decisions can be made which will have a long term (3-5 years or longer) impact on the behavior of the system. Strategic planning is the formulation of goals and objectives for the district and the selection of strategies to achieve these goals and objectives in light of both the internal and external environments in which the district must operate.

The system described herein is designed to facilitate the development and implementation of a long-range plan for the district.

The Planning Model

Although there are numerous models for planning, there are nine steps that are generally present if the planning process is effective. These steps are:

1. Develop Statement of Purpose
2. Assess External Environment
3. Assess Internal Environment
4. Develop Goals
5. Conduct Needs Assessment
6. Prioritize Areas of Concern/Problems
7. Develop Objectives
8. Develop Plan and Budget
9. Monitor and Evaluate

The following pages consider each of these nine steps.

1. Develop Statement of Purpose

Before any organization can undertake the preparation of a plan, it must determine the purpose of the organization. Simply stated, this purpose sets forth the organization's "reason to be" -- "the business it is in." The statement should be relatively simple and clear. It should show intent. The generation of a statement of purpose should be collaborative, but the Board of Education has the key role to play. A statement of purpose is meant to be flexible and revised when the need arises.

Accompanying a statement of purpose is a listing of principles. These principles provide focus and direction to the activities of the district -- signposts to be followed as the organization conducts "its business." The Board has the primary responsibility to define the district's principles.

2. Assess External Environment[1]

The planning cycle, although continuous, should be initiated at the Board level with an assessment of the district's external environment over the planning horizon. An assessment of the external environment should consider each of the following factors as well as others: (1) expectations of community, (2) economic, (3) political, (4) demographic, (5) social.

To the extent that this assessment is properly done, to that extent the district plan developed will be addressing the real challenges.

Expectations of Community

The expectations of the community for the quality of education should be assessed as needed. In addition, the willingness and ability of the community to support the school system financially must be considered.

Economic

Among the questions to be asked about the long term economic environment are the following: What is the recent history of system expenditures? Do any externally imposed constraints place limitations on future expenditures? What is the forecast for the rate of inflation over the next few years?

Political

A public school system is especially dependent of the political climate--both in terms of funding availability and mandated programs and regulations. The assessment must consider future changes in these areas at the local, state and national levels.

Demographic

Are there changes in Summit and elsewhere in birth rates, death rates, migration patterns, degree of urbanization, education levels, and community attitudes? If so, how will these demographic changes impact the district both short and long term?

Social

Are there social changes that may impact on education? Examples may be the increases in the number of families where both parents work, increases in the number of single parent families and the increasing acceptance of computers in society.

[1]The external environment includes all components of the environment outside of the district, e.g., locally: political system, special interest groups, Common Council, private schools, etc.; region, state, federal, other.

3. Assess Internal Environment

Assessing internal strengths and weaknesses within the organization helps the district build on its assets and identify concerns related to curriculum, instruction, staffing, special education, supervision, guidance, testing, facilities, food, clerical, custodial and maintenance services, business, Summit Education Association, parents, students, administration, Board of Education, etc. There should be a present and future orientation to these assessments.

4. Develop Goals

Goals represent general statements of the direction in which the Board wants to see the school district move over the long run. A goal describes a future state of being toward which the district should work. Goals can pertain to instruction, organization, communication, operation, buildings and grounds, etc.

5. Conduct Needs Assessment

Changes should respond to and satisfy needs. Therefore, information about needs is a critical prerequisite for making decisions. Simply put, a need is the difference between the "what should be" and the "what is." Relevant data must be gathered using a process that has integrity; the information will be presented to the decision-makers in a form that is understandable and useful. The data can be perceptual or objective. Data can be test results, the opinions of staff, students and parents, the results of fiscal analysis, etc., but the data presented must be helpful in moving the decision-makers toward problem identification.

6. Prioritize Areas of Concern/Problems

The various assessments--needs, internal and external--will help in separating the real concerns and problems from the imagined. The planners must now prioritize, using agreed-upon criteria to select from the concerns and problems those that will be addressed first. Selection criteria may include safety, legality and requirements, relationship to purposes and goals, impact on learning, potential success or failure, short and long term costs in resources, etc.

7. Develop Objectives

Critical concerns and problems must translate into objectives.

Objectives refer to a specific and tangible result to be achieved within a definite time period. An objective may be the end of an action or an intermediate step toward a more distant, broad goal. It should be stated in terms that will be useful for a later evaluation of the problem-solving effort or change.

At each level of the organization, it is desirable to provide to the next lower level the barest minimum number of objectives. This allows the administrator more flexibility and increases the chances of accomplishing the objectives. Objectives should be linked one level of the organization

to the next. Generally, teacher objectives should be linked to department objectives, themselves linked to building objectives and these tied in with district objectives. While objectives will generally relate to district goals, it is recognized that, in certain cases, individual or group objectives may not have a direct link. While there is a desire to support such objectives, it is also understood that the number of such objectives shall be determined by the availability of existing resources and the recognition of existing constraints.

8. Develop Plan and Budget

Based on the information obtained from the preceding steps of the planning system, planners must now formulate potential solutions or strategies. A strategy addresses the question of "how to" accomplish an objective. This is one of the most important parts of the planning system. It is critical that sufficient time be given to strategy development.

To formulate effective solutions or strategies, it is necessary to identify and clarify resources, constraints and barriers to any change effort. It is necessary to consider several different promising strategies and their impacts before selecting the two most promising for in-depth study. From these is selected the one solution or strategy that best fits the problem at hand. Selecting the best strategy from an array of possible courses of action involves establishing selection criteria. Feasibility and cost-effectiveness are important criteria to include in these.

Once strategies have been established to accomplish the objectives of the long-range plan, specific annual operating plans, including budget implications and timelines, must be developed. These implementation plans deal with specifics such as role and process, resource allocation, materials, staffing, communication, curriculum development, staff training courses, etc. Administrators at all levels will participate in developing details of these plans within established policy, process and principles. There should be early involvement of those who are likely to be affected by the solution and its implementation.

9. Monitor and Evaluate

Built into the operating plans should be provisions for providing information on the effectiveness of the effort, both process and product. This monitoring provides the planners with data to assess efficacy. Progress should be compared against the budget and the plan. Stresses or problems can be identified and redefinitions and plan adjustments made.

Evaluation is essential. It is dependent on the development in the early planning stages of indicators that will measure appropriately the extent to which the stated objectives have been attained. Was the objective attained? What has been the impact?

In the planned evaluation, objectivity should be sought and the data generated should be timely, applicable and communicated. The budget should be checked for consistency with the strategies planned.

Just as monitoring the progress of a plan can lead to adjustments, the evaluation discloses the need for modification of product or its implementation. Those with the responsibility for the implementation of a change will work to insure that the change becomes a normal part of the environment.

Schedule and Organization Responsibility

Ideally, the final budget approval should occur about one month prior to the fiscal year in order to shorten the planning period as much as possible. This schedule is impossible to achieve in New Jersey's public schools since a preliminary budget for a school year beginning in September must be presented to the State in January and the final budget must be approved in March. This means that the planning period must precede the school year by a longer time than desired.

The time schedule for the planning process is shown in Figure 1. Also shown is that part of the system having primary responsibility for each activity. Note that the various activities are divided into two categories; those that are done only as needed and those that are done annually. Those activities done only as needed do not generally change every year (such as Developing a State of Purpose for the School District). Therefore there is no need to redo them each year. The frequency at which they are redone will be determined by the situation that exists at the time but one could envision redoing them every few (say 2 to 5) years.

The activities that will be done annually will begin immediately after conclusion of budget development for the prior planning year. Therefore, development of goals for the 1985-86 school year will begin in February, 1984, immediately after the budget for the 1984-85 school year has been developed. The Board will take the lead in developing the goals in February. Then the Administrative Council (consisting of all building and Central Office Administrators) will conduct a needs assessment to determine to what extent the goals are being met. From this assessment will result a listing of concerns and problems which the Board and Administrative Council will then prioritize. During the Fall the Administrative Council will develop objectives that speak to the concerns and problems. These objectives will then be reflected in the budget proposals brought to the Board in the November to January time period.

Participation

The administration must provide for participation by relevant others in the elements of the planning system for which the administration has the primary responsibility. The participation itself must be planned.

The community should be actively involved in each step of the planning system for which the Board of Education has primary responsibility. The Board will solicit viewpoints from various sources and will hold public discussions at appropriate points.

GLOSSARY

EVALUATION - provisions built into operating plan which will measure appropriately the extent to which the stated objective has been attained, i.e., assessment of the impact of the innovation or effort on the problem identified.

EXTERNAL ENVIRONMENT - includes all components of the environment outside of the district, e.g., locally: political system, special interest groups, Common Council, private schools, etc.; region, state, federal, other.

GOAL - general statement of direction; a future state of being toward which the district should work.

INTERNAL ENVIRONMENT - includes all components of the environment within the district, e.g., curriculum, instruction, staffing, special education, supervision, other.

MONITORING - provisions built into operating plan which will provide information or feedback on the effectiveness of past and current implementation efforts.

NEEDS ASSESSMENT - information collected relating to district's needs; a need being the difference between "what should be" and "what is."

OBJECTIVE - a specific and tangible (measurable) result to be achieved within a definite time period; may be the end of an action or an intermediate step toward a more distant, broad goal.

OPERATING PLANS - specific actions, including budget, developed as part of selected strategy to accomplish an objective.

PLANNING SYSTEM/PROCESS - an agreed upon set of activities designed to facilitate the development and implementation of a long range plan for the district.

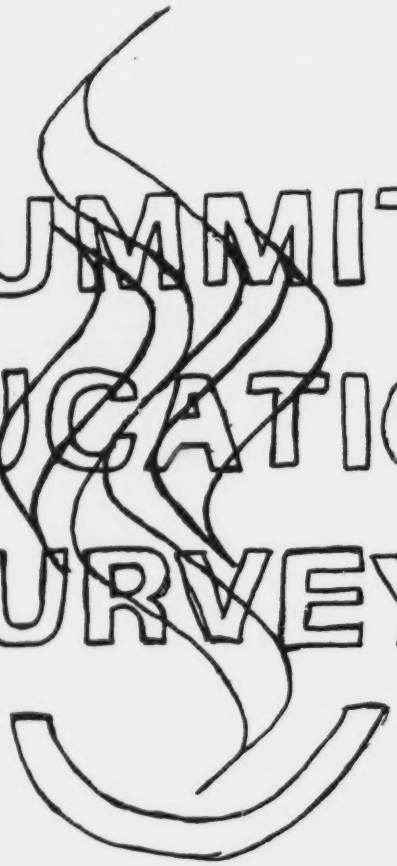
PLANNING MODEL - nine steps of the proposed planning system.

STATEMENT OF PURPOSE - a simple and clear statement which sets forth the organization's reason to be; a mission statement.

STRATEGIC PLANNING - formulation of goals and objectives for an organization and the selection of strategies to achieve these goals and objectives in light of both the internal and external environments in which the organization must operate.

STRATEGY - solution formulated to accomplish an objective; answers question "how to" achieve specific result.

SUMMIT EDUCATION SURVEY



Prepared by the

EXTERNAL ASSESSMENT COMMITTEE

February 28, 1985
Summit, New Jersey

COMMUNITY SURVEY RESULTS

EXTERNAL ASSESSMENT COMMITTEE
OF THE
BOARD OF EDUCATION
SUMMIT, NEW JERSEY

FEBRUARY, 1985

TABLE OF CONTENTS

SECTION 1 EXECUTIVE SUMMARY 1-1

1. Organization of the Report 1-2

SECTION 2 Background 2-1

1. Introduction 2-1

2. The Committee 2-1

3. The Charge 2-2

4. The Action Plan 2-3

5. The Questionnaire 2-3

5.1 Curriculum Evaluation Sheet 2-4

SECTION 3 Project Resources 3-1

SECTION 4 Objective Questions 4-1

1. Objective Data Discussion 4-1

2. Tabulated Objective Data 4-2

2.1 Summary Of Community - Wide Responses 4-2

2.2 Tabulation Of Responses By Demographic Parameter 4-10

2.3 Summary Of Demographic Responses 4-63

SECTION 5 Written Comments 5-1

1. Introduction 5-1

2. Methodology of Tabulation 5-1

3. Summary of Comments 5-2

4. Tabulation of Written Comments 5-4

SECTION 6 Appendices 6-1

1. Appendix I 6-1

1.1 The Questionnaire and Cover Letter 6-1

2. Appendix II 6-7

2.1 Question 15 Data Analysis Methodology 6-7

2.2 Question 28 Data Analysis Methodology 6-8

SECTION 1

EXECUTIVE SUMMARY

The attached report from the External Assessment Committee (EAC) of the Summit Board of Education gives the results of a mail survey to 8,350 Summit households. Residents were asked to give their perceptions of and priorities for public education in Summit. The 1,584 surveys returned indicate that Summit is a community committed to quality education.

In general, Summit residents are pleased with their public schools. Over half the respondents (57%) rated Summit schools to be better than those in similar communities. The survey shows that while respondents are concerned with efficient use of tax monies, they are also willing to support, financially, quality education.

On specific issues, such as all-day kindergarten, the divided opinion in the survey results (44% for, 41% against) reflects the difficulty of choosing the best alternative given financial, regulatory, and other constraints.

The EAC survey is the first town-wide poll on educational issues ever undertaken in Summit and the results must be taken in context. The response rate of 19% is considered excellent for this type of survey, but the reader must remember that there is an inherent bias toward those residents with strong concerns.

Many respondents took the opportunity to add written comments. A summary of those comments is included in this report, but the Committee cautions that these comments should be regarded as less representative of overall opinion than are the answers to the objective questions.

The purpose of the survey is to provide an objective source of community input to long range educational planning. It is not a mandate for immediate change nor should it be considered binding on the Board of Education as it determines educational priorities and policies. As the results are analyzed and discussed in the coming months, the EAC survey will be a valuable resource to school officials as they plan for the future.

The External Assessment Committee very much appreciates the time and thought given by the 1,584 respondent households and the support of the more than 170 community volunteers who made this survey possible. Without such a level of community interest and commitment, there would have been no survey.

We members of the External Assessment Committee are proud to have represented the community in this volunteer effort and to present this report to the Board of Education and to the residents of Summit.

1. Organization of the Report

The report is organized into four main areas: Background, Objective, Questions, Written Comments, and Appendices. The Background section discusses the Committee's charge, the decision to conduct a survey, and the survey methodology. In the Objective Question section are found a tabulation of total responses, question by question, and a breakdown of responses to each question by each demographic parameter.

The Written Comments section explains how the comments were tabulated, and gives examples of areas of concern in each comments area. Finally, appendices include copies of the questionnaire and cover letter mailed out and notes on the statistical treatment of questions which were difficult to tabulate.

SECTION 2

Background

1. Introduction

The Board of Education, in meeting its responsibilities as outlined in the district-wide planning system (adopted May 1983), authorized the formation of (May 1983) and appointed (October 1983) an External Assessment Committee (EAC) composed of fifteen members. Different categories of members were to give balance and diversity to the several constituencies of the school system and of the City. Specifically, the membership included:

- seven (7) parents, selected by the Board, one from each of the elementary Schools, the Junior High and the Senior High, from three (3) names recommended by the Executive Committee of each PTA/PTO in consultation with the building principal.
- one administrator, selected from the Administrative Council and recommended by the Superintendent
- one teacher, a Summit resident, jointly recommended by the Superintendent and the President of the SEA
- five (5) members-at-large, jointly recommended to the Board by the Mayor and the President of the Board
- one member of the Board of Education to function as a full committee member and as a liaison to the Board

2. The Committee

The membership of the External Assessment Committee was:

Mary Liz Lewis - Chairperson

Judy Petersen - Vice Chairperson
Rusty Buckley
Dru Cooper
Dick Elmiger
Art Fricke
Diane Grannon
Jim Harbison
Eleanor Heimstaedt
Mike Johnston
Rudi Krejci
Phyllis Sank
Linda Walker
Toby Wesson
George Williams

3. The Charge

The Board of Educatiupon on appointing the External Assessment Committee, charged it to conduct an external audit. This charge was further defined by Step 2 of the Planning Model as follows:

Assess External Environment[1]

The planning cycle, although continuous, should be initiated at the Board level with an assessment of the district's external environment over the planning horizon. An assessment of the external environment should consider each of the following factors as well as others: (1) expectations of the community, (2) economic, (3) political, (4) demographic, (5) social.

To the extent that this assessment is properly done, the district plan developed will be addressing the real challenges.

Expectations of Community

The expectations of the community for the quality of education should be assessed as needed. In addition, the willingness and ability of the community to support the school system financially must be considered.

Economic

Among the questions to be asked about the long term economic factors are the following: What is the recent history of system expenditures? Do any externally imposed constraints place limitations on future expenditures? What is the forecast for the rate of inflation over the next few years?

Political

A public school system is especially dependent of the political climate--both in terms of funding availability and mandated programs and regulations. The assessment must consider future changes in these areas at the local, state and national levels.

Demographic

Are there changes in Summit and elsewhere in birth rates, death rates, migration patterns, degree of urbanization, education levels, and community attitudes? If so, how will these demographic changes impact the district both short and long term?

Social

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1. The external environment includes all components of the environment outside of the district, e.g., locally: political system, special interest groups, Common Council, private schools, etc.; region, state, federal, other.

Are there social changes that may impact on education? Examples may be the increases in the number of families where both parents work, increases in the number of single parent families and the increasing acceptance of computers in society.

Further, the External Assessment Committee should form such subcommittees and specialized panels as it deems best; ask for documentation, projections and such other information from the Administration or from independent consultants; and submit a report to the Board of Education.

Finally, it is urged that the broadest possible public advice and assistance be encouraged by the External Assessment Committee.

4. The Action Plan

Four of the five areas of the External Assessment Committee's charge were felt by the committee to be best addressed by others (Demographic) or to be so broad as to be beyond the committee's resources (Social, Economic, and Political). Areas of concern in three of the four areas were addressed by subcommittees in a report to the Board.

The fifth area, Community Expectations, was regarded as one to which the committee could make significant contribution and as one not covered previously. The method to discover community expectations was agreed to be a survey. The Committee investigated the cost of a professional survey which ranged to $17,000. Because funds were not available, the committee decided to conduct a poll of the city using volunteers and donated materials.

Research in the literature and contact with resident market research professionals provided guidance and information on the problems with volunteer surveys. The committee decided nonetheless to proceed with the first-ever city-wide survey of Summit's expectations for public education in as professional a manner as possible.

The pros and cons of a phone versus mail survey were considered. Because of the unavailability of trained interviewers, the committee chose to conduct a mail survey which had the potential of an anonymous response from every household in Summit. In order to get a sense of issues around which to design a survey, the committee solicited opinions and priorities from Common Council members, the Mayor, the school board, school administrators and committee members themselves.

A long meeting on the objectives of such a survey was held. The goals were agreed to be: design a questionnaire for *all* Summit residents (not only those who have children in school); ask respondents their priorities for change given financial, legal, and other constraints; sample but not influence community opinion; and provide background information where necessary.

5. The Questionnaire

The questionnaire was designed to appeal to *all* Summit residents, not only those with children in school. It contained twenty-nine objective questions (a total of 64 parts) asking for opinions, desires, perceptions, and expectations; four demographic questions; and an invitation to include written comments. The questionnaire packet mailed included: the cover letter, the questionnaire, the curriculum evaluation sheet, and a postage paid return envelope (see Appendix I). A total of 8,350 surveys were mailed to all households in Summit on October 15, 1984. Professional literature and other towns' experiences suggested

that a response of less than 10% would be disappointing, and that a response of 20% or greater would be remarkably good. Fifteen hundred eighty-four (1,584) returns were received by the committee prior to December 31, 1984 for a return percentage of 19%, a very good return ratio for this type of survey. Of these 1,584 returns, 1,525 completed at least one of the objective questions. The majority of the remaining 59 were written comments only or were blank.

The respondents to a mail survey are usually those most interested and concerned about the subject of the survey; those who are less interested or satisfied with the status quo are less likely to respond. Therefore, the committee believes that the respondents may not be a "random sample" of Summit residents.

Indications that the respondents are more knowledgeable, or interested, or critical of the school system are: almost 40% have attended a Board of Education meeting in the last five years; seven hundred ninety-three (793) or 50% of the returns contained comments in the body of the questionnaire, in the space provided or on separate pages. These 793 returns had a total of 1,991 separate, identifiable comments or an average of 2.5 issues per respondent (see Section 5 for discussion of comments.)

5.1 Curriculum Evaluation Sheet

Approximately half of the respondents returned the curriculum evaluation sheet. The committee's loaned software was not large enough to include these responses in its computer tabulation. These responses were turned over to the Supervisor of Curriculum and Instruction for later tabulation and release to the public.

SECTION 3

Project Resources

A noteworthy aspect of this survey is that it was made possible by donations and volunteers. The cash expense to the Board of Education was less than $1000. Printing of the questionnaire and the stationery were donated by Smith Barney. A Community Research grant was received from the Junior League of Summit, Inc. Chemical Bank loaned software to process the results. AT&T Bell Laboratories provided the computer facilities for data reduction and results presentation. Over 170 residents helped stuff envelopes, type answers into loaned personal computers, and publicize the survey. The committee is very grateful to all those who helped. This example of broad based community support is a tangible indication of the interest and support *all* Summit residents have for our public education system.

SECTION 4

Objective Questions

1. Objective Data Discussion

The tabulation of the objective and demographic data that follows was straightforward summing of responses to obtain totals for each parameter. A division of that total by the total number of responses for the survey population for that question times 100 gave the percent for each response parameter for most questions. The exception was Question 15. A description of the method used for this Question is found in Appendix II. Clarification of the results for Question 28 may also be found in Appendix II.

Some respondents objected to the wording of a question or to the particular options for response. Two relatively frequent examples of this were: Question 3 on taxes where some respondents wanted an option of level or decreased taxes and increased or level school programs; and the principal/teacher parts of Question 5 where respondents were frustrated by not being able to express an opinion as to particular levels of education (e.g. elementary versus senior high). Questions 15 (rank order of program importance) and 26 (all-day kindergarten) were two others where some respondents preferred an option not offered.

All data presented in the following tabulation have enough responses for the data for each question to be considered valid. The reader is cautioned, in interpreting the results, not to use one number or percentage out of context. Because the questionnaire was designed to include those who do not currently have children in school and because some respondents had familiarity with only one level of the school system, there is a large percentage of "no opinions" for each question. All responses for any given item should be considered with due weight given to the fact that large numbers of responses are found in the "no comment" or "no opinion" category.

Consensus was clear on only a few items. Examples include students per class (Question 6), public school foundation (Question 8), revised teacher certification (Question 11), computer education (Question 15), emphasis on basic skills (Question 16), high school graduation requirements (Question 19), and foreign language instruction (Question 25). Data is sufficient in a number of other cases to give a good feel for where the majority respondents are, for example Question 21. The data from most other questions requires careful consideration before an interpretation can be made.

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

SUMMARY OF COMMUNITY-WIDE RESPONSES

QUESTION 1 - **In general, how would you rate the effectiveness of the Summit School System in relation to the school systems in similar communities?**

Survey Population	Best	Better Than Most	Average	Less Effective Than Most	Least Effective	No Opinion
Summit	53 (3.5%)	815 (53.4%)	395 (25.9%)	47 (3.1%)	3 (0.2%)	212 (13.9%)

QUESTION 2 - **In general, the quality of education provided by the Summit Schools in the last 5-10 years has:**

Survey Population	Improved	Remained About The Same	Declined	No Opinion
Summit	254 (16.6%)	581 (38.1%)	228 (15.0%)	462 (30.3%)

QUESTION 3 - **Summit should:**

Survey Population	Raise the school tax level and increase the educational programs	Maintain the current tax level and maintain current educational programs	Lower the school tax level and cut back educational programs	No Opinion
Summit	344 (22.6%)	832 (54.6%)	93 (6.1%)	256 (16.8%)

QUESTION 4 - **Based on your preception, the effectiveness of the following parts of the school system is:**

Board of Education - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	37 (2.4%)	356 (23.3%)	342 (22.4%)	492 (32.3%)	298 (19.5%)

Board of Education - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	40 (2.6%)	351 (23.0%)	377 (24.7%)	390 (25.6%)	367 (24.1%)

Central Office Administration - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	42 (2.8%)	296 (19.4%)	374 (24.5%)	354 (23.2%)	459 (30.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Central Office Administration - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	38 (2.5%)	334 (21.9%)	406 (26.6%)	281 (18.4%)	466 (30.6%)

Central Office Administration - Maintenance of School Buildings and Grounds

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	102 (6.7%)	526 (34.5%)	392 (25.7%)	196 (12.9%)	309 (20.3%)

Principals - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	137 (9.0%)	418 (27.4%)	289 (19.0%)	254 (16.7%)	427 (28.0%)

Principals - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	154 (10.1%)	421 (27.6%)	300 (19.7%)	210 (13.8%)	440 (28.9%)

Principals - Maintenance of School Buildings and Grounds

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	132 (8.7%)	481 (31.5%)	338 (22.2%)	118 (7.7%)	456 (29.9%)

Teachers - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	126 (8.3%)	475 (31.1%)	312 (20.5%)	203 (13.3%)	409 (26.8%)

Teachers - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	138 (9.0%)	521 (34.2%)	280 (18.4%)	173 (11.3%)	413 (27.1%)

QUESTION 5 - Have you attended a Board of Education meeting in the past 5 years?

Survey Population	Yes	No
Summit	591 (39.0%)	923 (61.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 6 - Based on your perception of the school system, please rank the following budget-related items:

Students per Class

Survey Population	Too Low	About Right	Too High	No Opinion
Summit	62 (4.1%)	958 (62.8%)	140 (9.2%)	365 (23.9%)

Beginning Teacher Salary ($15,800)

Survey Population	Too Low	About Right	Too High	No Opinion
Summit	740 (48.5%)	564 (37.0%)	26 (1.7%)	195 (12.8%)

Average Teacher Salary ($26,000)

Survey Population	Too Low	About Right	Too High	No Opinion
Summit	627 (41.1%)	627 (41.1%)	72 (4.7%)	199 (13.0%)

QUESTION 7 - The school system presently offers summer enrichment courses on a tution basis. The district should:

Survey Population	Continue the summer courses only	Continue current tution offerings to include courses scheduled during the school year outside of school hours	Offer no courses for which tution is required	No Opinion
Summit	549 (36.0%)	650 (42.6%)	58 (3.8%)	268 (17.6%)

QUESTION 8 - One method of expanding educational opportunities is the establishment of a nonprofit public school foundation, to which individuals, foundations and corparations can contribute. Do you think this is a good idea for Summit?

Survey Population	Yes	No	No Opinion
Summit	988 (64.8%)	309 (20.3%)	228 (15.0%)

QUESTION 9 - The Board of Education has received requests to offer before-school and after-school care. The school system should:

Survey Population	Get involved at a cost to the district	Get involved on a fee-for-service basis	Not get involved	No Opinion
Summit	74 (4.9%)	675 (44.3%)	651 (42.7%)	125 (8.2%)

QUESTION 10 - Should Summit spend money on an active recruiter working to attract high quality teachers?

Survey Population	Yes	No	No Opinion
Summit	637 (41.8%)	715 (46.9%)	173 (11.3%)

QUESTION 11 - New state certification procedures would allow Summit to hire teachers with broader experience but less formal teacher training. Should Summit hire teachers under this new program?

Survey Population	Yes	No	No Opinion
Summit	962 (63.1%)	373 (24.5%)	190 (12.5%)

QUESTION 12 - In my opinion, inservice training (continuing education) for teachers should be:

Survey Population	Continue under under the present system of several release time days/midday dismissal for students	Scheduled on a whole-day basis, no school for students	Scheduled outside of school hours at a cost to the district	None of the above	No Opinion
Summit	522 (34.2%)	212 (13.9%)	396 (26.0%)	184 (12.1%)	211 (13.8%)

QUESTION 13 - Do teachers and administrators consistently demonstrate high expectations for all students?

Survey Population	Yes	No	No Opinion
Summit	355 (23.3%)	618 (40.5%)	552 (36.2%)

QUESTION 14 - Should there be a formal process whereby members of the public can participate in the teacher evaluation process?

Survey Population	Yes	No	No Opinion
Summit	571 (37.4%)	765 (50.2%)	189 (12.4%)

QUESTION 15 - New Jersey law currently restricts district spending for education (budget CAPS). Approximately 80% of the budget includes mandated and fixed-cost items. The Board of Education must allocate the remaining 20% among a number of programs. Please rank the programs listed below from 1 (the program which you would decrease spending *first*) to 8 (the program you would decrease spending *last*).

Survey Population	Computer Education	Foreign Language	Practical Arts (e.g. Industrial Arts, Business Education)	Electives	Summer School	Student Activities	Athletic Programs	The Fine and Performing Arts (e.g. art, music)
Summit	8.0	6.1	5.0	1.3	1.0	1.7	3.0	5.6

QUESTION 16 - The school system should:

Survey Population	Place more emphasis on basic skills and less emphasis on enrichment programs and electives	Maintain the present approach	Place more emphasis on enrichment programs and electives and less emphasis on basic skills	No Opinion
Summit	772 (50.6%)	488 (32.0%)	62 (4.1%)	203 (13.3%)

QUESTION 17 - Our current high school program is:

Survey Population	Too focused on college bound students	Not focused enough on college bound students	Appropiately focused	No Opinion
Summit	224 (14.7%)	150 (9.8%)	633 (41.5%)	518 (34.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 18 - Our current high school vocational program is:

Survey Population	Inadequate	Adequate	More than adequate	No Opinion
Summit	242 (15.9%)	302 (19.8%)	49 (3.2%)	932 (61.1%)

QUESTION 19 - Our current high school graduation requirements are listed below:

Curriculum	9-12 Requirements
English	4 yrs.
Mathematics	2 yrs.
Science	1 yr.
U.S. History/Social Studies	2 yrs.
Physical Education, Health/Safety	4 yrs.
Fine, Practical and/or Performing arts	1 yr.
Career Exploration	½ yr.

These requirements should be:

Survey Population	Increased	Left as they are	No Opinion
Summit	832 (54.6%)	503 (33.0%)	190 (12.5%)

QUESTION 20 - The school system should offer a formal SAT preparation course:

Survey Population	Within the school day (at district expense)	Outside school hours (for a fee)	Not at all	No Opinion
Summit	444 (29.1%)	706 (46.3%)	239 (15.7%)	136 (8.9%)

QUESTION 21 - How much emphasis should the school district place on the following extra-curricular activities?

Music

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	64 (4.2%)	899 (59.0%)	205 (13.4%)	357 (23.4%)

Drama

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	104 (6.8%)	880 (57.7%)	145 (9.5%)	396 (26.0%)

Special Interest Clubs

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	155 (10.2%)	725 (47.5%)	179 (11.7%)	466 (30.6%)

School Publications

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	68 (4.6%)	801 (52.5%)	234 (15.3%)	422 (27.7%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

School Government

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	84 (5.5%)	792 (51.9%)	223 (14.6%)	426 (27.9%)

Varsity Sports

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	272 (17.8%)	810 (53.1%)	81 (5.3%)	362 (23.7%)

Intramural Sports

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	124 (8.1%)	660 (43.3%)	341 (22.4%)	400 (26.0%)

QUESTION 22 - Overall, I would rate the discipline in the Summit schools as:

Elementary Schools

Survey Population	Excellent	Good	Fair	Poor	No Opinion
Semmit	337 (22.1%)	563 (36.9%)	159 (10.4%)	57 (3.7%)	409 (26.8%)

Junior High School

Survey Population	Excellent	Good	Fair	Poor	No Opinion
Summit	33 (2.2%)	301 (19.7%)	340 (22.3%)	328 (21.5%)	523 (34.3%)

Senior High School

Survey Population	Excellent	Good	Fair	Poor	No Opinion
Summit	86 (5.6%)	383 (25.1%)	314 (20.6%)	134 (8.8%)	608 (39.9%)

QUESTION 23 - In my opinion, the use of drugs and alcohol by Summit students is:

Outside School

Survey Population	A problem for many Summit students	A problem for some Summit students	A problem for only a few Summit students	Not a problem	No Opinion
Summit	529 (34.7%)	571 (37.4%)	97 (6.4%)	9 (0.6%)	319 (20.9%)

In School

Survey Population	A problem for many Summit students	A problem for some Summit students	A problem for only a few Summit students	Not a problem	No Opinion
Summit	215 (14.1%)	591 (38.8%)	279 (18.3%)	31 (2.0%)	409 (26.8%)

QUESTION 24 - Indicate your preception of the amount of homework currently assigned:

Elementary Schools

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	255 (16.7%)	694 (45.5%)	49 (3.2%)	527 (34.6%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Junior High School

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	351 (23.1%)	451 (29.6%)	26 (1.7%)	695 (45.6%)

Senior High School

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	337 (22.1%)	416 (27.3%)	26 (1.7%)	746 (49.1%)

QUESTION 25 - Foreign language instruction should be offered as a component of the elementary program:

Survey Population	During the school day	Outside school hours	Not at all	No Opinion
Summit	979 (64.2%)	194 (12.7%)	203 (13.3%)	149 (9.8%)

QUESTION 26 - Do you think it would be educationally beneficial to increase our current half-day kindergarten program to an extended-day program?

Survey Population	Yes	No	No Opinion
Summit	667 (43.7%)	623 (40.9%)	235 (15.4%)

QUESTION 27 - Some national studies have recommended that the school day and/or year be lengthened to address the problems of expanding curricula and declining achievement. I am in favor of:

A Longer School Day

Survey Population	Yes	No	No Opinion
Summit	545 (35.7%)	708 (46.4%)	272 (17.8%)

More School Days Per Year

Survey Population	Yes	No	No Opinion
Summit	665 (43.6%)	632 (41.4%)	228 (15.0%)

QUESTION 28 - Check the optional holidays below which you would include as vacation days in the Summit school calendar:

First One Half of List - number of yes answers (%)

Survey Population	Rosh Hashanah	Yom Kippur	Election Day	February Week	February Long Weekend	March Week
Summit	166 (10.9%)	196 (12.9%)	138 (9.0%)	554 (36.3%)	313 (20.5%)	152 (10.0%)

Second One Half of List - number of yes answers (%)

Survey Population	Good Friday	Easter Monday	April Week	April Long Weekend	Memorial Day	Other
Summit	792 (51.9%)	341 (22.4%)	574 (37.6%)	209 (13.7%)	888 (58.2%)	55 (3.6%)

QUESTION 29 - Should the Board of Education more actively seek opinions about the school system from community members?

Survey Population	Yes	No	No Opinion
Summit	1224 (80.3%)	115 (7.5%)	186 (12.2%)

QUESTION 30 - Children in the Summit School system

Survey Population	Currently have children in the school system	No children in the school system, but have had in the past	No children in the school system, but will have in the next 5 years	Have never had children in the school system and will not have in the next 5 years
Summit	700 (46.4%)	476 (31.5%)	116 (7.7%)	217 (14.4%)

QUESTION 31 - Breakdown by Level/Type of school for those respondents who currently have school age children.

Survey Population	Summit Elementary School	Summit Junior High School	Summit Senior High School	Non-public School(s)
Summit	408 (26.8%)	269 (17.6%)	296 (19.5%)	104 (6.8%)

QUESTION 32 - What elementary school district do you live in?

Survey Population	Brayton	Franklin	Jefferson	Lincoln	Washington	Don't Know
Summit	309 (20.3%)	348 (22.8%)	128 (8.4%)	295 (19.3%)	229 (15.0%)	198 (14.2%)

QUESTION 33 - What is the education level of the most educated member of your household?

Survey Population	<8th Grade	Some High School	High School Grad.	Some College	College Grad.	Advanced Degree
Summit	6 (0.4%)	7 (0.5%)	49 (3.3%)	88 (5.9%)	451 (30.1%)	895 (59.8%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

TABULATION OF RESPONSES BY DEMOGRAPHIC CATEGORY

QUESTION 1 - In general, how would you rate the effectiveness of the Summit School System in relation to the school systems in similar communities?

Survey Population	Best	Better Than Most	Average	Less Effective Than Most	Least Effective	No Opinion
Summit	53 (3.5%)	815 (53.4%)	395 (25.9%)	47 (3.1%)	3 (0.2%)	211 (13.9%)
Brayton District	16 (6.1%)	173 (56.0%)	80 (25.9%)	5 (1.6%)	0 (0%)	35 (11.3%)
Franklin District	11 (3.2%)	205 (58.9%)	90 (25.9%)	8 (2.3%)	1 (0.3%)	33 (9.5%)
Jefferson District	2 (1.6%)	74 (57.8%)	37 (28.9%)	6 (4.7%)	0 (0%)	9 (7.0%)
Lincoln District	10 (3.4%)	161 (54.6%)	78 (26.4%)	15 (5.1%)	1 (0.3%)	30 (10.2%)
Washington District	6 (2.6%)	123 (53.7%)	70 (30.6%)	7 (3.1%)	0 (0%)	23 (10.0%)
Unknown District	8 (4.1%)	67 (34.4%)	37 (19.0%)	6 (3.1%)	1 (0.5%)	76 (39.0%)
Respondents with Elementary Children	17 (4.2%)	242 (60.0%)	103 (25.6%)	13 (3.2%)	2 (0.5%)	26 (6.5%)
Respondents with Jr. High Children	10 (3.8%)	166 (62.4%)	71 (26.7%)	7(2.6%)	1(0.4%)	11(4.1%)
Respondents with Sr. High Children	12 (4.1%)	174 (58.8%)	94 (31.8%)	4(1.4%)	2 (0.7%)	10 (3.4%)
Respondents with Priv. School Children	2 (2.0%)	52 (52.5%)	27 (27.3%)	7 (7.1%)	1 (1.0%)	10 (10.1%)
Resp. Education Hi School Grad	4 (8.2%)	20 (40.8%)	16 (32.7%)	2 (4.1%)	0 (0%)	7 (14.3%)
Resp. Education Some College	2 (2.3%)	49 (55.7%)	21 (23.9%)	4 (4.5%)	0 (0%)	12 (13.6%)
Resp. Education College Grad	15 (3.3%)	254 (56.3%)	118 (26.2%)	13 (2.9%)	0 (0%)	51 (11.3%)
Resp. Education Adv. Degree	30 (3.4%)	477 (53.3%)	233 (26.0%)	28 (3.1%)	3 (0.3%)	124 (13.9%)
Currently have children in school system	31 (4.4%)	413 (59.0%)	195 (27.9%)	18 (2.6%)	2 (0.3%)	41 (5.6%)
No children presently in school system, but have had in the past	19 (4.0%)	252 (52.9%)	133 (27.9%)	25 (5.3%)	0 (0%)	47(9.9%)
No children presently in school system, but will have in the next 5 years	2 (1.7%)	63 (54.3%)	20 (17.2%)	2 (1.7%)	0 (0%)	29 (25.0%)
Never had children in school system and will not have in the next 5 years	1 (0.5%)	82 (37.8%)	43 (19.8%)	2 (0.9%)	0 (0%)	89(41.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 2 - In general, the quality of education provided by the Summit Schools in the last 5-10 years has:

Survey Population	Improved	Remained About The Same	Declined	No Opinion
Summit	254 (16.6%)	581 (38.1%)	228 (15.0%)	462 (30.3%)
Brayton District	58 (18.8%)	127 (41.1%)	43 (13.9%)	81 (26.2%)
Franklin District	52 (14.9%)	147 (42.2%)	56 (16.1%)	93 (26.7%)
Jefferson District	29 (22.7%)	56 (43.8%)	23 (18.0%)	20 (15.6%)
Lincoln District	54 (18.3%)	114 (38.6%)	41 (13.9%)	86 (29.2%)
Washington District	46 (20.1%)	85 (37.1%)	38 (16.6%)	60 (26.2%)
Unknown District	13 (6.7%)	47 (24.1%)	22 (11.3%)	113 (57.9)
Respondents with Elementary Children	90 (22.3%)	152 (37.7%)	41 (10.2%)	120 (29.8%)
Respondents with Jr. High Children	73 (27.4%)	108 (40.6%)	33 (12.4%)	52 (19.5%)
Respondents with Sr. High Children	85 (28.7%)	124 (41.9%)	43 (14.5%)	44 (14.9%)
Respondents with Priv. School Children	17 (17.2%)	32 (32.3%)	21 (21.2%)	29 (29.3%)
Resp. Education Hi School Grad	11 (22.4%)	21 (42.9%)	9 (18.4%)	8 (16.3%)
Resp. Education Some College	20 (22.7%)	32 (36.4%)	13 (14.8%)	23 (26.1%)
Resp. Education College Grad	90 (20.0%)	175 (38.8%)	62 (13.7%)	73 (27.5%)
Resp. Education Adv. Degree	127 (14.2%)	342 (38.2%)	141 (15.8%)	285 (31.8%)
Currently have children in school system	165 (23.6%)	276 (39.4%)	85 (12.1%)	174 (24.6%)
No children presently in school system, but have had in the past	64 (13.4%)	223 (46.8%)	92 (19.3%)	97 (20.4%)
No children presently in school system, but will have in the next 5 years	7 (6.0%)	37 (31.9%)	14 (12.1%)	58 (50.0%)
Never had children in school system and will not have in the next 5 years	18 (8.3%)	42 (19.4%)	34 (15.7%)	123 (56.7%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 3 - Summit should:

Survey Population	Raise the school tax level and increase the educational programs	Maintain the current tax level and maintain current educational programs	Lower the school tax level and cut back educational programs	No Opinion
Summit	342 (22.6%)	832 (54.6%)	93 (6.1%)	256 (16.8%)
Brayton District	77 (24.9%)	166 (53.7%)	15 (4.9%)	51 (16.5%)
Franklin District	84 (24.1%)	205 (58.9%)	12 (3.4%)	47 (13.5%)
Jefferson District	25 (19.5%)	75 (58.6%)	12 (9.4%)	16 (12.5%)
Lincoln District	73 (24.7%)	161 (54.6%)	15 (5.1%)	46 (15.6%)
Washington District	58 (25.3%)	129 (56.3%)	17 (7.4%)	25 (10.9%)
Unknown District	23 (11.8%)	89 (45.6%)	19 (9.7%)	64 (32.8%)
Respondents with Elementary Children	160 (39.7%)	195 (48.4%)	5 (1.2%)	43 (10.7%)
Respondents with Jr. High Children	81 (30.5%)	155 (58.3%)	3 (1.1%)	27 (10.2%)
Respondents with Sr. High Children	79 (26.7%)	176 (59.5%)	9 (3.0%)	32 (10.8%)
Respondents with Priv. School Children	24 (24.2%)	48 (48.5%)	4 (4.0%)	23 (23.2%)
Resp. Education Hi School Grad	10 (20.4%)	28 (57.1%)	3 (6.1%)	8 (16.3%)
Resp. Education Some College	15 (17.0%)	53 (60.2%)	8 (9.1%)	12 (13.6%)
Resp. Education College Grad	83 (18.4%)	270 (59.9%)	25 (5.5%)	73 (16.2%)
Resp. Education Adv. Degree	230 (25.7%)	461 (51.5%)	52 (5.8%)	152 (17.0%)
Currently have children in school system	221 (31.6%)	389 (55.6%)	16 (2.3%)	74 (10.6%)
No children presently in school system, but have had in the past	71 (14.9%)	284 (59.7%)	41 (8.6%)	80 (16.8%)
No children presently in school system, but will have in the next 5 years	29 (25.0%)	53 (45.7%)	3 (2.6%)	31 (26.7%)
Never had children in school system and will not have in the next 5 years	19 (8.8%)	103 (47.5%)	28 (12.9%)	67 (30.9%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 4 - Based on your preception, the effectiveness of the following parts of the school system is:

Board of Education - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	37 (2.4%)	356 (23.3%)	342 (22.4%)	492 (32.3%)	298 (19.5%)
Brayton District	7 (2.3%)	74 (23.9%)	70 (22.6%)	105 (34.0%)	53 (17.2%)
Franklin District	9 (2.6%)	95 (27.3%)	82 (23.6%)	104 (29.9%)	58 (16.7%)
Jefferson District	1 (0.8%)	37 (28.9%)	33 (25.8%)	40 (31.2%)	17 (13.3%)
Lincoln District	12 (4.1%)	66 (22.4%)	64 (21.7%)	101 (34.2%)	52 (17.6%)
Washington District	4 (1.7%)	55 (24.0%)	54 (23.6%)	89 (38.9%)	27 (11.8%)
Unknown District	3 (1.5%)	(12.8%)	35 (17.9%)	46 (23.6%)	86 (44.1%)
Respondents with Elementary Children	12 (3.0%)	108 (26.8%)	104 (25.8%)	131 (32.5%)	48 (11.9%)
Respondents with Jr. High Children	10 (3.8%)	78 (29.3%)	78 (29.3%)	77 (28.9%)	23 (8.6%)
Respondents with Sr. High Children	11 (3.7%)	87 (29.4%)	83 (28.0%)	92 (31.1%)	23 (7.8%)
Respondents with Priv. School Children	5 (5.1%)	26 (26.3%)	19 (19.2%)	36 (36.4%)	13 (13.1%)
Resp. Education Hi School Grad	1 (2.0%)	10 (20.4%)	19 (38.8%)	14 (28.6%)	5 (10.2%)
Resp. Education Some College	1 (1.1%)	18 (20.5%)	26 (29.5%)	29 (33.0%)	14 (15.9%)
Resp. Education College Grad	8 (2.7%)	124 (27.5%)	100 (22.2%)	134 (29.7%)	85 (18.8%)
Resp. Education Adv. Degree	26 (2.9%)	195 (21.8%)	190 (21.2%)	307 (34.3%)	177 (19.8%)
Currently have children in school system	20 (2.9%)	202 (28.9%)	193 (27.6%)	212 (30.3%)	73 (10.4%)
No children presently in school system, but have had in the past	13 (2.7%)	107 (22.5%)	103 (21.6%)	177 (37.2%)	76 (16.0%)
No children presently in school system, but will have in the next 5 years	1 (0.9%)	20 (17.2%)	23 (19.8%)	31 (26.7%)	41 (35.3%)
Never had children in school system and will not have in the next 5 years	3 (1.4%)	26 (12.0%)	19 (8.8%)	67 (30.9%)	102 (47.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Board of Education - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	40 (2.6%)	351 (23.0%)	377 (24.7%)	390 (25.6%)	367 (24.1%)
Brayton District	6 (1.9%)	75 (24.3%)	80 (25.9%)	79 (25.6%)	69 (22.3%)
Franklin District	14 (4.0%)	101 (29.0%)	93 (26.7%)	76 (21.8%)	64 (18.4%)
Jefferson District	1 (0.8%)	34 (26.6%)	35 (27.3%)	34 (26.6%)	24 (18.8%)
Lincoln District	9 (3.1%)	71 (24.1%)	74 (25.1%)	76 (25.8%)	65 (22.0%)
Washington District	7 (3.1%)	45 (19.7%)	64 (27.9%)	76 (33.2%)	37 (16.2%)
Unknown District	2 (1.0%)	21 (10.7%)	29 (14.9%)	41 (21.0%)	102 (52.3%)
Respondents with Elementary Children	14 (3.5%)	101 (25.1%)	116 (28.8%)	105 (26.1%)	67 (16.6%)
Respondents with Jr. High Children	17 (6.4%)	69 (25.9%)	80 (30.1%)	67 (25.2%)	33 (12.4%)
Respondents with Sr. High Children	11 (3.7%)	88 (29.7%)	92 (31.1%)	78 (26.4%)	27 (9.1%)
Respondents with Priv. School Children	3 (3.0%)	27 (27.3%)	21 (21.2%)	30 (30.3%)	18 (18.2%)
Resp. Education Hi School Grad	0 (0%)	8 (16.3%)	22 (44.9%)	12 (24.5%)	7 (14.3%)
Resp. Education Some College	1 (1.1%)	18 (20.5%)	30 (34.1%)	23 (26.1%)	16 (18.2%)
Resp. Education College Grad	12 (3.3%)	123 (27.3%)	107 (23.7%)	107 (23.7%)	102 (22.6%)
Resp. Education Adv. Degree	26 (2.9%)	193 (21.6%)	213 (23.8%)	242 (27.0%)	221 (24.7%)
Currently have children in school system	21 (3.0%)	200 (28.6%)	210 (30.0%)	174 (24.9%)	95 (13.6%)
No children presently in school system, but have had in the past	16 (3.4%)	111 (23.3%)	119 (25.0%)	136 (28.6%)	94 (19.7%)
No children presently in school system, but will have in the next 5 years	2 (1.7%)	15 (12.9%)	24 (20.7%)	23 (19.8%)	52 (44.8%)
Never had children in school system and will not have in the next 5 years	1 (0.5%)	23 (10.6%)	22 (10.1%)	51 (23.5%)	120 (55.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Central Office Administration - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	42 (2.8%)	296 (19.4%)	374 (24.5%)	354 (23.2%)	459 (30.1%)
Brayton District	9 (2.9%)	63 (20.4%)	62 (20.1%)	90 (29.1%)	85 (27.5%)
Franklin District	12 (3.4%)	77 (22.1%)	98 (28.2%)	71 (20.4%)	90 (25.9%)
Jefferson District	1 (0.8%)	35 (27.3%)	41 (32.0%)	26 (20.3%)	25 (19.5%)
Lincoln District	7 (2.4%)	64 (21.7%)	62 (21.0%)	78 (26.4%)	84 (28.5%)
Washington District	4 (1.7%)	42 (18.3%)	64 (27.9%)	60 (26.2%)	59 (25.8%)
Unknown District	8 (4.1%)	12 (6.2%)	44 (22.6%)	24 (12.3%)	107 (54.9%)
Respondents with Elementary Children	13 (3.2%)	90 (22.3%)	97 (24.1%)	112 (27.8%)	91 (22.6%)
Respondents with Jr. High Children	12 (4.5%)	73 (27.4%)	87 (32.7%)	57 (21.4%)	37 (13.9%)
Respondents with Sr. High Children	17 (5.7%)	90 (30.4%)	88 (29.7%)	58 (19.6%)	43(14.5%)
Respondents with Priv. School Children	5 (5.1%)	20 (20.2%)	19 (19.2%)	29 (29.3%)	26 (26.3%)
Resp. Education Hi School Grad	0 (0%)	9 (18.4%)	15 (30.6%)	10 (20.4%)	15 (30.6%)
Resp. Education Some College	1 (1.1%)	19 (21.6%)	28 (31.8%)	18 (20.5%)	22 (25.0%)
Resp. Education College Grad	15 (3.3%)	96 (21.3%)	121 (26.8%)	98 (21.7%)	121 (26.8%)
Resp. Education Adv. Degree	24 (2.7%)	162 (18.1%)	201 (22.5%)	226 (25.3%)	282 (31.5%)
Currently have children in school system	27 (3.9%)	198 (28.3%)	188 (26.9%)	154 (22.0%)	133 (19.0%)
No children presently in school system, but have had in the past	10 (2.1%)	72 (15.1%)	136 (28.6%)	136 (28.6%)	122 (25.6%)
No children presently in school system, but will have in the next 5 years	0 (0%)	8 (6.9%)	21 (18.1%)	20 (17.2%)	67 (57.8%)
Never had children in school system and will not have in the next 5 years	5 (2.3%)	15 (6.9%)	28 (12.9%)	41 (18.9%)	128 (59.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Central Office Administration - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	38 (2.5%)	334 (21.9%)	406 (26.6%)	281 (18.4%)	466 (30.6%)
Brayton District	3 (1.0%)	74 (23.9%)	84 (27.2%)	67 (21.7%)	81 (26.2%)
Franklin District	10 (2.9%)	87 (25.0%)	104 (29.9%)	58 (16.7%)	89 (25.6%)
Jefferson District	3 (2.3%)	37 (28.9%)	42 (32.8%)	19 (14.8%)	27 (21.1%)
Lincoln District	10 (3.4%)	70 (23.7%)	76 (25.8%)	57 (19.3%)	82 (27.8%)
Washington District	4 (1.7%)	44 (19.2%)	65 (28.4%)	49 (21.4%)	67 (29.3%)
Unknown District	7 (3.6%)	17 (8.7%)	33 (16.9%)	26 (13.3%)	112 (57.4%)
Respondents with Elementary Children	13 (3.2%)	102 (25.3%)	113 (28.0%)	77 (19.1%)	98 (24.3%)
Respondents with Jr. High Children	11 (4.1%)	76 (28.6%)	83 (31.2%)	57 (21.4%)	39 (14.7%)
Respondents with Sr. High Children	15 (5.1%)	95 (32.1%)	91 (30.7%)	52 (17.6%)	43 (14.5%)
Respondents with Priv. School Children	3 (3.0%)	21 (21.2%)	26 (26.3%)	22 (22.2%)	27 (27.3%)
Resp. Education Hi School Grad	0 (0%)	11 (22.4%)	16 (32.7%)	8 (16.3%)	14 (28.6%)
Resp. Education Some College	3 (3.4%)	19 (21.6%)	30 (34.1%)	16 (18.2%)	20 (22.7%)
Resp. Education College Grad	16 (3.5%)	117 (25.9%)	125 (27.7%)	72 (16.0%)	121 (26.8%)
Resp. Education Adv. Degree	17 (1.9%)	178 (19.8%)	227 (25.4%)	183 (20.4%)	290 (32.4%)
Currently have children in school system	24 (3.4%)	209 (29.9%)	205 (29.3%)	124 (17.7%)	138 (19.7%)
No children presently in school system, but have had in the past	10 (2.1%)	96 (20.2%)	144 (30.3%)	110 (23.1%)	116 (24.4%)
No children presently in school system, but will have in the next 5 years	1 (0.9%)	6 (5.2%)	27 (23.3%)	14 (12.1%)	68 (58.6%)
Never had children in school system and will not have in the next 5 years	2 (0.9%)	21 (9.7%)	29 (13.4%)	31 (14.3%)	134 (61.8%)

Central Office Administration - Maintenance of School Buildings and Grounds

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	102 (6.7%)	526 (34.5%)	392 (25.7%)	196 (12.9%)	309 (20.3%)
Brayton District	22 (7.1%)	114 (36.9%)	77 (24.9%)	33 (10.7%)	63 (20.4%)
Franklin District	33 (9.5%)	107 (40.2%)	56 (22.1%)	50 (12.6%)	54 (15.5%)
Jefferson District	9 (7.0%)	48 (37.5%)	34 (26.6%)	24 (18.8%)	13 (10.7%)
Lincoln District	22 (7.5%)	106 (35.9%)	87 (29.5%)	32 (10.8%)	48 (16.3%)
Washington District	5 (2.2%)	82 (35.8%)	65 (28.4%)	42 (18.4%)	35 (15.3%)
Unknown District	11 (5.6%)	32 (16.4%)	46 (23.6%)	16 (8.2%)	90 (46.2%)
Respondents with Elementary Children	44 (10.9%)	144 (35.7%)	111 (27.5%)	62 (15.4%)	42 (10.4%)
Respondents with Jr. High Children	20 (7.5%)	97 (36.5%)	94 (35.3%)	40 (15.0%)	15 (5.6%)
Respondents with Sr. High Children	28 (9.5%)	131 (44.3%)	80 (27.0%)	37 (12.5%)	20 (6.8%)
Respondents with Priv. School Children	10 (10.1%)	28 (28.3%)	27 (27.3%)	14 (14.1%)	20 (20.2%)
Resp. Education Hi School Grad	4 (8.2%)	14 (28.6%)	17 (35.7%)	4 (8.2%)	10 (20.4%)
Resp. Education Some College	6 (6.8%)	31 (35.2%)	19 (21.6%)	18 (20.5%)	14 (15.9%)
Resp. Education College Grad	26 (5.8%)	183 (40.6%)	114 (25.3%)	49 (10.9%)	79 (17.5%)
Resp. Education Adv. Degree	61 (6.8%)	291 (32.5%)	236 (26.4%)	120 (13.4%)	187 (20.9 %)
Currently have children in school system	69 (9.9%)	275 (39.3%)	197 (28.1%)	95 (13.6%)	64 (9.1%)
No children presently in school system, but have had in the past	27 (5.7%)	165 (34.7%)	130 (27.3%)	69 (14.4%)	85 (17.9%)
No children presently in school system, but will have in the next 5 years	3 (2.6%)	34 (29.3%)	23 (19.8%)	7 (6.0%)	49 (42.2%)
Never had children in school system and will not have in the next 5 years	2 (0.9%)	48 (22.1%)	39 (18.0%)	24 (11.1%)	104 (47.9%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Principals - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	137 (9.0%)	418 (27.4%)	289 (19.0%)	254 (16.7%)	427 (28.0%)
Brayton District	26 (8.4%)	99 (32.0%)	50 (16.2%)	54 (17.5%)	80 (25.9%)
Franklin District	52 (14.9%)	107 (30.7%)	56 (16.1%)	50 (14.4%)	83 (23.9%)
Jefferson District	10 (7.8%)	34 (26.6%)	39 (30.5%)	28 (21.9%)	17 (13.3%)
Lincoln District	30 (10.2%)	94 (31.9%)	52 (17.6%)	49 (16.6%)	70 (23.7%)
Washington District	13 (5.7%)	59 (25.8%)	61 (26.6%)	45 (19.7%)	51 (22.2%)
Unknown District	6 (3.1%)	18 (9.2%)	28 (14.4%)	24 (12.3%)	119 (61.0%)
Respondents with Elementary Children	87 (21.6%)	166 (41.2%)	71 (17.6%)	48 (11.9%)	31 (7.7%)
Respondents with Jr. High Children	38 (14.3%)	103 (38.7%)	60 (22.6%)	47 (17.7%)	18 (6.8%)
Respondents with Sr. High Children	34 (11.5%)	121 (40.9%)	61 (20.6%)	49 (16.6%)	31 (10.5%)
Respondents with Priv. School Children	11 (11.1%)	34 (34.3%)	16 (16.2%)	14 (14.4%)	24 (24.2%)
Resp. Education Hi School Grad	2 (4.1%)	10 (20.4%)	17 (35.7%)	7 (14.3%)	13 (26.5%)
Resp. Education Some College	6 (6.8%)	31 (35.2%)	19 (21.6%)	18 (20.5%)	14 (15.9%)
Resp. Education College Grad	43 (9.5%)	125 (27.7%)	97 (21.5%)	72 (16.0%)	114 (25.3%)
Resp. Education Adv. Degree	84 (9.4%)	251 (28.0%)	147 (16.4%)	153 (17.1%)	260 (29.1%)
Currently have children in school system	117 (16.7%)	280 (40.0%)	148 (21.1%)	94 (13.4%)	61 (8.7%)
No children presently in school system, but have had in the past	17 (3.6%)	106 (22.3%)	93 (19.5%)	112 (23.5%)	148 (31.1%)
No children presently in school system, but will have in the next 5 years	1 (0.9%)	11 (9.5%)	18 (15.5%)	15 (12.9%)	71 (61.2%)
Never had children in school system and will not have in the next 5 years	0 (0%)	19 (8.8%)	28 (12.9%)	24 (14.3%)	139 (64.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Principals - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	154 (10.1%)	421 (27.6%)	300 (19.7%)	210 (13.8%)	440 (28.9%)
Brayton District	31 (10.0%)	96 (31.1%)	63 (20.4%)	42 (13.6%)	77 (24.9%)
Franklin District	51 (14.7%)	111 (31.9%)	55 (15.8%)	43 (12.4%)	88 (25.3%)
Jefferson District	11 (8.6%)	38 (29.7%)	41 (32.0%)	28 (15.6%)	18 (14.1%)
Lincoln District	43 (14.6%)	88 (29.8%)	48 (16.3%)	45 (15.3%)	71 (24.1%)
Washington District	12 (5.2%)	64 (27.9%)	64 (27.9%)	35 (15.3%)	54 (23.6%)
Unknown District	7 (3.6%)	22 (11.3%)	34 (17.4%)	6 (3.1%)	126 (64.6%)
Respondents with Elementary Children	99 (24.6%)	155 (38.5%)	67 (16.6%)	39 (9.7%)	43 (10.7%)
Respondents with Jr. High Children	39 (14.7%)	104 (39.1%)	58 (21.8%)	42 (15.8%)	23 (8.6%)
Respondents with Sr. High Children	40 (13.5%)	115 (38.9%)	65 (22.0%)	43 (14.5%)	33 (11.1%)
Respondents with Priv. School Children	13 (13.1%)	34 (34.3%)	16 (16.2%)	12 (12.1%)	24 (24.2%)
Resp. Education Hi School Grad	1 (2.0%)	15 (30.6%)	13 (26.5%)	8 (16.3%)	12 (24.5%)
Resp. Education Some College	9 (10.2%)	21 (23.9%)	24 (27.3%)	15 (17.0%)	19 (24.6%)
Resp. Education College Grad	47 (10.4%)	132 (29.3%)	97 (21.5%)	57 (12.6%)	118 (26.2%)
Resp. Education Adv. Degree	95 (10.6%)	246 (27.5%)	158 (17.7%)	129 (14.4%)	267 (29.8%)
Currently have children in school system	130 (18.6%)	269 (38.4%)	145 (20.7%)	82 (11.7%)	74 (10.6%)
No children presently in school system, but have had in the past	21 (4.4%)	110 (23.1%)	108 (22.7%)	94 (19.7%)	143 (30.0%)
No children presently in school system, but will have in the next 5 years	1 (0.9%)	15 (12.9%)	18 (15.5%)	10 (8.6%)	72 (62.1%)
Never had children in school system and will not have in the next 5 years	2 (0.9%)	24 (11.1%)	27 (12.4%)	21 (9.7%)	143 (65.9%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Principals - Maintenance of School Buildings and Grounds

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	132 (8.7%)	481 (31.5%)	338 (22.2%)	118 (7.7%)	456 (29.9%)
Brayton District	31 (10.0%)	104 (33.7%)	66 (21.4%)	21 (6.8%)	87 (28.2%)
Franklin District	50 (14.4%)	114 (32.8%)	74 (21.3%)	24 (6.9%)	86 (24.7%)
Jefferson District	5 (3.9%)	46 (35.9%)	34 (26.6%)	25 (19.5%)	18 (14.1%)
Lincoln District	33 (11.2%)	118 (40.0%)	57 (19.3%)	14 (4.7%)	73 (24.7%)
Washington District	6 (2.6%)	70 (30.6%)	68 (29.7%)	26 (11.4%)	59 (25.8%)
Unknown District	7 (3.6%)	22 (11.3%)	34 (17.4%)	6 (3.1%)	126 (64.6%)
Respondents with Elementary Children	80 (19.9%)	175 (43.4%)	75 (18.6%)	32 (7.9%)	41 (10.2%)
Respondents with Jr. High Children	31 (11.7%)	114 (42.9%)	62 (23.3%)	38 (14.3%)	21 (7.9%)
Respondents with Sr. High Children	33 (11.1%)	124 (41.9%)	77 (26.0%)	28 (9.5%)	34 (11.5%)
Respondents with Priv. School Children	12 (12.1%)	37 (37.4%)	20 (20.2%)	6 (6.1%)	24 (24.2%)
Resp. Education Hi School Grad	2 (4.1%)	13 (26.5%)	15 (30.6%)	9 (18.4%)	10 (20.4%)
Resp. Education Some College	2 (2.3%)	29 (33.0%)	22 (25.0%)	16 (18.2%)	19 (21.6%)
Resp. Education College Grad	36 (8.0%)	159 (35.3%)	103 (22.8%)	27 (6.0%)	126 (27.9%)
Resp. Education Adv. Degree	90 (10.1%)	273 (30.5%)	191 (21.3%)	63 (7.0%)	278 (31.1%)
Currently have children in school system	106 (15.1%)	298 (42.6%)	161 (23.0%)	62 (8.9%)	73 (10.4%)
No children presently in school system, but have had in the past	22 (4.6%)	139 (29.2%)	123 (25.8%)	35 (7.4%)	157 (33.0%)
No children presently in school system, but will have in the next 5 years	1 (0.9%)	15 (12.9%)	21 (18.1%)	5 (4.3%)	74 (63.8%)
Never had children in school system and will not have in the next 5 years	2 (0.9%)	28 (12.9%)	29 (13.4%)	15 (6.9%)	143 (65.9%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Teachers - Communications

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	126 (8.3%)	475 (31.1%)	312 (20.5%)	203 (13.3%)	409 (26.8%)
Brayton District	27 (8.7%)	106 (34.3%)	61 (19.7%)	39 (12.6%)	76 (24.6%)
Franklin District	34 (9.8%)	113 (32.5%)	71 (20.4%)	48 (13.8%)	82 (23.6%)
Jefferson District	12 (9.4%)	44 (34.4%)	36 (28.1%)	20 (15.6%)	16 (12.5%)
Lincoln District	29 (9.8%)	92 (31.2%)	62 (21.0%)	43 (14.6%)	69 (23.4%)
Washington District	15 (6.6%)	82 (35.8%)	56 (24.5%)	33 (14.4%)	43 (18.8%)
Unknown District	7 (3.6%)	31 (15.9%)	22(11.3%)	19 (9.7%)	116 (59.5%)
Respondents with Elementary Children	78 (19.4%)	171 (42.4%)	83 (20.6%)	43 (10.7%)	28 (6.9%)
Respondents with Jr. High Children	30 (11.3%)	115 (43.2%)	57 (21.4%)	49 (18.4%)	15 (5.6%)
Respondents with Sr. High Children	28 (9.5%)	127 (42.9%)	74 (25.0%)	46 (15.5%)	21 (7.1%)
Respondents with Priv. School Children	10 (10.1%)	28 (28.3%)	22 (22.2%)	12 (12.1%)	27 (27.3%)
Resp. Education Hi School Grad	4 (8.2%)	18 (36.7%)	13 (26.5%)	6 (12.2%)	8 (16.3%)
Resp. Education Some College	4 (4.5%)	27 (30.7%)	20 (22.7%)	18 (20.5%)	19 (21.6%)
Resp. Education College Grad	33 (7.3%)	150 (33.3%)	88 (19.5%)	60 (13.3%)	120 (26.6%)
Resp. Education Adv. Degree	81 (9.1%)	270 (30.2%)	184 (20.6%)	117 (13.1%)	243 (27.2%)
Currently have children in school system	99 (14.1%)	293 (41.9%)	160 (22.9%)	106 (15.1%)	42 (6.0%)
No children presently in school system, but have had in the past	16 (3.4%)	137 (28.8%)	111 (23.3%)	68 (14.3%)	144 (30.3%)
No children presently in school system, but will have in the next 5 years	5 (4.3%)	16 (13.8%)	16 (13.8%)	12 (10.3%)	67 (57.8%)
Never had children in school system and will not have in the next 5 years	2 (0.9%)	28 (12.9%)	22 (10.1%)	16 (7.4%)	149 (68.7%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Teachers - Performance

Survey Population	Outstanding	Good	Satisfactory	Needs Improvement	No Opinion
Summit	138 (9.0%)	521 (34.2%)	280 (18.4%)	173 (11.3%)	413 (27.1%)
Brayton District	27 (8.7%)	118 (38.2%)	56 (18.1%)	35 (11.3%)	73 (23.6%)
Franklin District	37 (10.6%)	133 (38.2%)	57 (16.4%)	37 (10.6%)	84 (24.1%)
Jefferson District	13 (10.2%)	49 (38.3%)	30 (23.4%)	19 (14.8%)	17 (13.3%)
Lincoln District	30 (10.2%)	101 (34.2%)	54 (18.3%)	39 (13.2%)	71 (24.1%)
Washington District	21 (9.2%)	80 (34.9%)	58 (25.3%)	27 (11.8%)	43 (18.8%)
Unknown District	8 (4.1%)	33 (16.9%)	21 (10.8%)	16 (8.2%)	117 (60.0%)
Respondents with Elementary Children	79 (19.6%)	179 (44.4%)	73 (18.1%)	41 (10.2%)	31 (7.7%)
Respondents with Jr. High Children	38 (14.3%)	116 (43.6%)	56 (21.1%)	36 (13.5%)	20 (7.5%)
Respondents with Sr. High Children	31 (10.5%)	135 (45.6%)	64 (21.6%)	39 (13.2%)	27 (9.1%)
Respondents with Priv. School Children	10 (10.1%)	33 (33.3%)	14 (14.1%)	14 (14.1%)	28 (28.3%)
Resp. Education Hi School Grad	6 (12.2%)	15 (30.6%)	11 (22.4%)	7 (14.3%)	10 (20.4%)
Resp. Education Some College	9 (10.2%)	27 (30.7%)	19 (21.6%)	15 (17.0%)	18 (20.5%)
Resp. Education College Grad	31 (6.9%)	171 (37.9%)	83 (18.4%)	46 (10.2%)	120 (26.6%)
Resp. Education Adv. Degree	89 (9.9%)	299 (33.4%)	161 (18.0%)	103 (11.5%)	243 (27.2%)
Currently have children in school system	102 (14.6%)	310 (44.3%)	150 (21.4%)	84 (12.0%)	54 (7.7%)
No children presently in school system, but have had in the past	24 (5.0%)	148 (31.1%)	98 (20.6%)	64 (13.4%)	142 (29.8%)
No children presently in school system, but will have in the next 5 years	5 (4.3%)	24 (20.7%)	10 (8.6%)	11 (9.5%)	66 (56.9%)
Never had children in school system and will not have in the next 5 years	3 (1.4%)	36 (16.6%)	21 (9.7%)	13 (6.0%)	144 (66.4%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 5 - Have you attended a Board of Education meeting in the past 5 years?

Survey Population	Yes	No
Summit	591 (39.0%)	923 (61.0%)
Brayton District	127 (41.1%)	182 (58.9%)
Franklin District	160 (46.0%)	188 (54.0%)
Jefferson District	41 (32.0%)	87 (68.0%)
Lincoln District	120 (40.7%)	175 (59.3%)
Washington District	102 (44.5%)	127 (55.5%)
Unknown District	31 (15.9%)	164 (84.1%)
Respondents with Elementary Children	212 (52.6%)	191 (47.4%)
Respondents with Jr. High Children	163 (61.3%)	103 (38.7%)
Respondents with Sr. High Children	172 (58.1%)	124 (41.9%)
Respondents with Priv. School Children	49 (49.5%)	50 (50.5%)
Resp. Education Hi School Grad	11 (22.4%)	38 (77.6%)
Resp. Education Some College	30 (34.1%)	58 (65.9%)
Resp. Education College Grad	180 (39.9%)	271 (60.1%)
Resp. Education Adv. Degree	363 (40.6%)	532 (59.4%)
Currently have children in school system	380 (54.3%)	320 (45.7%)
No children presently in school system, but have had in the past	165 (34.7%)	311 (65.3%)
No children presently in school system, but will have in the next 5 years	22 (19.0%)	94 (81.0%)
Never had children in school system and will not have in the next 5 years	21 (9.7%)	196 (90.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 6 - Based on your perception of the school system, please rank the following budget-related items:

Students per Class

Survey Population	Too Low	About Right	Too High	No Opinion
Summit	65 (4.1%)	958 (62.8%)	140 (9.2%)	362 (23.9%)
Brayton District	6 (1.9%)	210 (68.0%)	9.4 (9.4%)	64 (20.7%)
Franklin District	17 (4.9%)	224 (64.4%)	48 (13.8%)	59 (17.0%)
Jefferson District	5 (3.9%)	94 (73.4%)	5 (3.9%)	24 (18.8%)
Lincoln District	13 (4.4%)	195 (66.1%)	11.9 (11.9%)	52 (17.6%)
Washington District	10 (4.4%)	161 (70.3%)	14 (6.1%)	44 (19.2%)
Unknown District	8 (4.1%)	65 (33.3%)	8 (4.1%)	114 (58.5%)
Respondents with Elementary Children	14 (3.5%)	320 (79.4%)	41 (10.2%)	28 (6.9%)
Respondents with Jr. High Children	8 (3.0%)	205 (77.1%)	38 (14.3%)	15 (5.6%)
Respondents with Sr. High Children	12 (4.1%)	237 (80.1%)	29 (9.8%)	18 (6.1%)
Respondents with Priv. School Children	1 (1.0%)	64 (64.6%)	15 (15.2%)	19 (19.2%)
Resp. Education Hi School Grad	2 (4.1%)	33 (67.3%)	4 (8.2%)	10 (20.4%)
Resp. Education Some College	4 (4.5%)	59 (67.0%)	5 (5.7%)	20 (22.7%)
Resp. Education College Grad	17 (3.8%)	289 (64.1%)	38 (8.4%)	107 (23.7%)
Resp. Education Adv. Degree	38 (4.2%)	557 (62.2%)	93 (10.4%)	207 (23.1%)
Currently have children in school system	23 (3.3%)	552 (78.9%)	72 (10.3%)	53(7.6%)
No children presently in school system, but have had in the past	27 (5.7%)	291 (61.1%)	41 (8.6%)	117 (24.6%)
No children presently in school system, but will have in the next 5 years	0 (0%)	44 (37.9%)	16 (13.8%)	56 (48.3%)
Never had children in school system and will not have in the next 5 years	10 (4.6%)	64 (29.5%)	11 (5.7%)	132 (60.8%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Beginning Teacher Salary ($15,800)

Survey Population	Too Low	About Right	Too High	No Opinion
Summit	740 (48.5%)	564 (37.0%)	26 (1.7%)	195 (12.8%)
Brayton District	149 (48.2%)	120 (38.8%)	5 (1.6%)	35 (11.3%)
Franklin District	191 (54.9%)	120 (34.5 %)	7 (2.0%)	30 (8.6%)
Jefferson District	65 (50.8%)	51 (39.8%)	0 (0%)	12 (9.4%)
Lincoln District	147 (49.8%)	112 (38.0%)	4 (1.4%)	32 (10.8%)
Washington District	116 (50.7%)	91 (39.7%)	3 (1.3%)	19 (8.3%)
Unknown District	66 (33.8%)	62 (31.8%)	6 (3.1%)	61 (31.3%)
Respondents with Elementary Children	266 (66.0%)	104 (25.8%)	2 (0.5%)	31 (7.7%)
Respondents with Jr. High Children	177 (66.5%)	74 (27.8%)	1 (0.4%)	14 (5.3%)
Respondents with Sr. High Children	174 (58.8%)	104 (35.1%)	0 (0%)	18 (6.1%)
Respondents with Priv. School Children	59 (59.6%)	27 (27.3%)	2 (2.0%)	11 (11.1%)
Resp. Education Hi School Grad	18 (36.7%)	26 (53.1%)	0 (0%)	5 (10.2%)
Resp. Education Some College	45 (51.1%)	32 (36.4%)	1 (1.1%)	10 (11.4%)
Resp. Education College Grad	200 (44.3%)	191 (42.4%)	8 (1.8%)	52 (11.5%)
Resp. Education Adv. Degree	468 (52.3%)	297 (33.2%)	16 (1.8%)	114 (12.7%)
Currently have children in school system	426 (60.9%)	219 (31.3%)	4 (0.6%)	51 (7.3%)
No children presently in school system, but have had in the past	176 (37.0%)	233 (48.9%)	14 (2.9%)	53 (11.1%)
No children presently in school system, but will have in the next 5 years	57 (49.1%)	36 (31.0%)	1 (0.9%)	22 (19.0%)
Never had children in school system and will not have in the next 5 years	76 (35.0%)	72 (33.2%)	6 (2.8%)	63 (29.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Average Teacher Salary ($26,000)

Survey Population	Too Low	About Right	Too High	No Opinion
Summit	627 (41.1%)	627 (41.1%)	72 (4.7%)	199 (13.0%)
Brayton District	141 (45.6%)	118 (38.2%)	15 (4.9%)	35 (11.3%)
Franklin District	166 (47.7%)	132 (37.9%)	16 (4.6%)	34 (9.8%)
Jefferson District	43 (33.6%)	67 (52.3%)	7 (5.5%)	11 (8.6%)
Lincoln District	128 (43.4%)	124 (42.0%)	10 (3.4%)	33 (11.2%)
Washington District	97 (42.4%)	103 (45.0%)	7 (3.1%)	22 (9.6%)
Unknown District	49 (25.1%)	74 (37.9%)	14 (7.2%)	58 (29.7%)
Respondents with Elementary Children	233 (57.8%)	130 (32.3%)	8 (2.0%)	32 (7.9%)
Respondents with Jr. High Children	146 (54.9%)	91 (34.2%)	11 (4.1%)	18 (6.8%)
Respondents with Sr. High Children	138 (46.6%)	125 (42.2%)	9 (3.0%)	24 (8.1%)
Respondents with Priv. School Children	52 (52.5%)	31 (31.3%)	5 (5.1%)	11 (11.1%)
Resp. Education Hi School Grad	10 (20.4%)	30 (61.2%)	2 (4.1%)	7 (14.3%)
Resp. Education Some College	26 (29.5%)	49 (55.7%)	4 (4.5%)	9 (10.2%)
Resp. Education College Grad	175 (38.8%)	197 (43.7%)	24 (5.3%)	55 (12.2%)
Resp. Education Adv. Degree	407 (45.5%)	336 (37.5%)	38 (4.2%)	114 (12.7%)
Currently have children in school system	361 (51.6%)	264 (37.7%)	19 (2.7%)	56 (8.0%)
No children presently in school system, but have had in the past	160 (33.6%)	232 (48.7%)	30 (6.3%)	54 (11.3%)
No children presently in school system, but will have in the next 5 years	50 (43.1%)	42 (36.2%)	2 (1.7%)	22 (19.0%)
Never had children in school system and will not have in the next 5 years	51 (23.5%)	87 (40.1%)	18 (8.3%)	61 (28.1%)

QUESTION 7 - The school system presently offers summer enrichment courses on a tution basis. The district should:

Survey Population	Continue the summer courses only	Continue current tution offerings to include courses scheduled during the school year outside of school hours	Offer no courses for which tution is required	No Opinion
Summit	548 (36.0%)	650 (42.6%)	58 (3.8%)	268 (17.6%)
Brayton District	129 (41.7%)	128 (41.4%)	11 (3.6%)	41 (13.3%)
Franklin District	138 (39.7%)	137 (39.6%)	12 (3.4%)	62 (17.5%)
Jefferson District	46 (35.9%)	54 (42.2%)	9 (7.0%)	19 (14.8%)
Lincoln District	99 (33.6%)	145 (49.2%)	6 (2.0%)	45 (15.3%)
Washington District	74 (32.3%)	106 (46.3%)	12 (5.2%)	37 (16.2%)
Unknown District	56 (28.7%)	71 (36.4%)	8 (4.1%)	60 (30.8%)
Respondents with Elementary Children	155 (38.5%)	184 (45.7%)	15 (3.7%)	49 (12.2%)
Respondents with Jr. High Children	106 (39.8%)	123 (46.2%)	9 (4.1%)	28 (10.5%)
Respondents with Sr. High Children	123 (41.6%)	134 (45.3%)	6 (2.0%)	33 (11.1%)
Respondents with Priv. School Children	25 (25.3%)	58 (58.6%)	3 (3.0%)	13 (13.1%)
Resp. Education Hi School Grad	15 (30.6%)	23 (46.9%)	2 (4.1%)	9 (18.4%)
Resp. Education Some College	31 (35.2%)	33 (37.5%)	5 (5.7%)	19 (21.6%)
Resp. Education College Grad	177 (39.2%)	186 (41.2%)	14 (3.1%)	74 (16.4%)
Resp. Education Adv. Degree	317 (35.4%)	392 (43.8%)	36 (4.0%)	150 (16.8%)
Currently have children in school system	284 (40.6%)	308 (44.0%)	22 (3.1%)	86 (12.3%)
No children presently in school system, but have had in the past	176 (37.0%)	188 (39.5%)	26 (5.5%)	86 (18.1%)
No children presently in school system, but will have in the next 5 years	35 (30.2%)	57 (49.1%)	4 (3.5%)	20 (17.2%)
Never had children in school system and will not have in the next 5 years	51 (23.5%)	92 (42.4%)	6 (2.8%)	68 (31.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 8 - One method of expanding educational opportunities is the establishment of a nonprofit public school foundation, to which individuals, foundations and corparations can contribute. Do you think this is a good idea for Summit?

Survey Population	Yes	No	No Opinion
Summit	988 (64.8%)	309 (20.3%)	228 (15.0%)
Brayton District	189 (61.2%)	67 (21.7%)	53 (17.2%)
Franklin District	216 (62.1%)	87 (25.0%)	45 (12.9%)
Jefferson District	91 (71.1%)	23 (18.0%)	14 (10.9%)
Lincoln District	208 (70.5%)	47 (15.9%)	40 (13.6%)
Washington District	154 (67.2%)	50 (21.8%)	25 (10.9%)
Unknown District	118 (60.5%)	31 (15.9%)	46 (23.6%)
Respondents with Elementary Children	291 (72.2%)	64 (15.9%)	48 (11.9%)
Respondents with Jr. High Children	184 (69.2%)	53 (19.9%)	29 (10.9%)
Respondents with Sr. High Children	198 (66.9%)	63 (21.3%)	35 (11.8%)
Respondents with Priv. School Children	67 (67.7%)	21 (21.2%)	11 (11.1%)
Resp. Education Hi School Grad	28 (57.1%)	7 (14.3%)	14 (28.6%)
Resp. Education Some College	61 (69.3%)	15 (17.0%)	12 (13.6%)
Resp. Education College Grad	294 (65.2%)	95 (21.1%)	62 (13.7%)
Resp. Education Adv. Degree	583 (65.1%)	184 (20.6%)	128 (14.3%)
Currently have children in school system	490 (70.0%)	127 (18.1%)	83 (11.8%)
No children presently in school system, but have had in the past	261 (54.8%)	136 (28.6%)	79 (16.6%)
No children presently in school system, but will have in the next 5 years	93 (80.2%)	10 (8.6%)	13 (11.2%)
Never had children in school system and will not have in the next 5 years	135 (62.2%)	35 (16.1%)	47 (21.7%)

QUESTION 9 - The Board of Education has received requests to offer before-school and after-school care. The school system should:

Survey Population	Get involved at a cost to the district	Get involved on a fee-for-service basis	Not get involved	No Opinion
Summit	74 (4.9%)	675 (44.3%)	651 (42.7%)	125 (8.2%)
Brayton District	13 (4.2%)	128 (41.4%)	140 (45.3%)	28 (9.1%)
Franklin District	8 (2.3%)	158 (45.4%)	161 (46.3%)	21 (6.0%)
Jefferson District	10 (7.8%)	57 (44.5%)	47 (36.7%)	14 (10.9%)
Lincoln District	16 (5.4%)	136 (46.1%)	119 (40.3%)	24. (8.1%)
Washington District	17 (7.4%)	94 (41.0%)	106 (46.3%)	12 (5.2%)
Unknown District	9 (4.6%)	95 (48.7%)	69 (35.4%)	22 (11.3%)
Respondents with Elementary Children	24 (6.0%)	184 (45.7%)	172 (42.7%)	23 (5.7%)
Respondents with Jr. High Children	10 (3.8%)	118 (44.4%)	125 (47.0%)	13 (4.9%)
Respondents with Sr. High Children	14 (4.7%)	114 (38.5%)	145 (49.0%)	23 (7.8%)
Respondents with Priv. School Children	10 (10.1%)	49 (49.5%)	36 (36.4%)	4 (4.0%)
Resp. Education Hi School Grad	3 (6.1%)	23 (46.9%)	14 (28.6%)	9 (18.4%)
Resp. Education Some College	5 (5.7%)	38 (43.2%)	34 (38.6%)	11 (12.5%)
Resp. Education College Grad	13 (2.9%)	190 (42.1%)	206 (45.7%)	42 (9.2%)
Resp. Education Adv. Degree	51 (5.7%)	411 (45.9%)	379 (42.3%)	54 (6.0%)
Currently have children in school system	33 (4.7%)	304 (43.4%)	316 (45.1%)	47 (6.7%)
No children presently in school system, but have had in the past	29 (6.1%)	184 (38.7%)	223 (46.8%)	40 (8.4%)
No children presently in school system, but will have in the next 5 years	3 (2.6%)	77 (66.4%)	28 (24.1%)	8 (6.9%)
Never had children in school system and will not have in the next 5 years	9 (4.1%)	104 (47.9%)	80 (36.9%)	24 (11.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 10 - Should Summit spend money on an active recruiter working to attract high quality teachers?

Survey Population	Yes	No	No Opinion
Summit	636 (41.8%)	715 (46.9%)	173 (11.3%)
Brayton District	125 (40.5%)	152 (49.2%)	32 (10.4%)
Franklin District	144 (41.4%)	178 (51.1%)	26 (7.5%)
Jefferson District	55 (43.0%)	62 (48.4%)	11 (8.6%)
Lincoln District	135 (45.8%)	123 (41.7%)	37 (12.5%)
Washington District	108 (47.2%)	103 (45.0%)	18 (7.9%)
Unknown District	65 (33.3%)	86 (44.1%)	44 (22.6%)
Respondents with Elementary Children	211 (52.4%)	157 (39.0%)	35 (8.7%)
Respondents with Jr. High Children	132 (49.6%)	119 (44.7%)	15 (5.6%)
Respondents with Sr. High Children	132 (44.6%)	145 (49.0%)	19 (6.4%)
Respondents with Priv. School Children	50 (50.5%)	37 (37.4%)	12 (12.1%)
Resp. Education Hi School Grad	18 (36.7%)	24 (49.0%)	7 (14.3%)
Resp. Education Some College	38 (43.2%)	43 (48.9%)	7 (8.0%)
Resp. Education College Grad	180 (39.9%)	218 (48.3%)	53 (11.8%)
Resp. Education Adv. Degree	389 (43.5%)	413 (46.1%)	93 (10.4%)
Currently have children in school system	341 (48.7%)	303 (43.3%)	56 (8.0%)
No children presently in school system, but have had in the past	162 (34.0%)	255 (53.6%)	59 (12.4%)
No children presently in school system, but will have in the next 5 years	61 (52.6%)	45 (38.8%)	10 (8.6%)
Never had children in school system and will not have in the next 5 years	70 (32.3%)	103 (47.5%)	44 (20.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 11 - New state certification procedures would allow Summit to hire teachers with broader experience but less formal teacher training. Should Summit hire teachers under this new program?

Survey Population	Yes	No	No Opinion
Summit	962 (63.1%)	373 (24.5%)	190 (12.5%)
Brayton District	210 (65.0%)	69 (22.3%)	39 (12.6%)
Franklin District	238 (68.4%)	76 (21.8%)	34 (9.8%)
Jefferson District	63 (49.2%)	45 (35.2%)	20 (15.6%)
Lincoln District	210 (71.2%)	54 (18.3%)	31 (10.5%)
Washington District	130 (56.8%)	78 (34.1%)	21 (9.2%)
Unknown District	111 (56.9%)	44 (22.6%)	40 (20.5%)
Respondents with Elementary Children	250 (62.0%)	110 (27.3%)	43 (10.7%)
Respondents with Jr. High Children	170 (63.9%)	66 (24.8%)	30 (11.3%)
Respondents with Sr. High Children	195 (65.9%)	69 (23.3%)	32 (10.8%)
Respondents with Priv. School Children	66 (66.7%)	26 (26.8%)	7 (7.1%)
Resp. Education Hi School Grad	16 (32.7%)	20 (40.8%)	13 (26.5%)
Resp. Education Some College	43 (48.9%)	32 (36.4%)	13 (14.8%)
Resp. Education College Grad	271 (60.1%)	116 (25.7%)	64 (14.2%)
Resp. Education Adv. Degree	615 (68.7%)	194 (21.7%)	86 (9.6%)
Currently have children in school system	435 (62.1%)	188 (26.9%)	77 (11.0%)
No children presently in school system, but have had in the past	306 (64.3%)	113 (23.7%)	57 (12.0%)
No children presently in school system, but will have in the next 5 years	73 (62.9%)	30 (25.9%)	13 (11.2%)
Never had children in school system and will not have in the next 5 years	139 (64.1%)	41 (18.9%)	37 (17.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 12 - In my opinion, inservice training (continuing education) for teachers should be:

Survey Population	Continue under under the present system of several release time days/midday dismissal for students	Scheduled on a whole-day basis, no school for students	Scheduled outside of school hours at a cost to the district	None of the above	No Opinion
Summit	522 (34.2%)	212 (13.9%)	396 (26.0%)	184 (12.1%)	211 (13.8%)
Brayton District	107 (34.6%)	50 (16.2%)	72 (23.3%)	35 (11.3%)	45 (14.6%)
Franklin District	120 (34.4%)	41 (11.8%)	106 (30.5%)	43 (12.4%)	38 (10.9%)
Jefferson District	56 (43.8%)	25 (19.5%)	17 (13.3%)	15 (11.7%)	15 (11.7%)
Lincoln District	102 (34.6%)	43 (14.6%)	79 (26.8%)	34 (11.5%)	37 (12.5%)
Washington District	74 (32.3%)	30 (13.1%)	69 (30.1%)	32 (14.0%)	24 (10.5%)
Unknown District	58 (29.7%)	19 (9.7%)	47 (24.1%)	22 (11.3%)	49 (25.1%)
Respondents with Elementary Children	141 (35.0%)	63 (15.6%)	137 (34.0%)	28 (6.9%)	34 (8.4%)
Respondents with Jr. High Children	97 (36.5%)	38 (14.3%)	82 (30.8%)	24 (9.0%)	25 (9.4%)
Respondents with Sr. High Children	114 (38.5%)	38 (12.8%)	83 (28.0%)	30 (10.1%)	31 (10.5%)
Respondents with Priv. School Children	25 (25.3%)	19 (19.2%)	36 (36.4%)	10 (10.1%)	9 (9.1%)
Resp. Education Hi School Grad	17 (34.7%)	7 (14.3%)	5 (10.2%)	7 (14.3%)	13 (26.5%)
Resp. Education Some College	24 (27.3%)	18 (20.5%)	17 (19.3%)	12 (13.6%)	17 (19.3%)
Resp. Education College Grad	161 (35.7%)	61 (13.5%)	115 (25.5%)	56 (12.4%)	58 (12.9%)
Resp. Education Adv. Degree	301 (33.6%)	124 (13.9%)	253 (28.3%)	103 (11.5%)	114 (12.7%)
Currently have children in school system	269 (38.4%)	105 (15.0%)	207 (29.6%)	59 (8.4%)	60 (8.6%)
No children presently in school system, but have had in the past	160 (33.6%)	54 (11.3%)	112 (23.5%)	73 (15.3%)	77 (16.2%)
No children presently in school system, but will have in the next 5 years	34 (29.3%)	27 (23.3%)	33 (28.4%)	12 (10.3%)	10 (8.6%)
Never had children in school system and will not have in the next 5 years	57 (26.3%)	23 (10.6%)	41 (18.9%)	39 (18.0%)	57 (26.3%)

QUESTION 13 - Do teachers and administrators consistently demonstrate high expectations for all students?

Survey Population	Yes	No	No Opinion
Summit	355 (23.3%)	618 (40.5%)	552 (36.2%)
Brayton District	76 (24.6%)	128 (41.4%)	105 (34.0%)
Franklin District	93 (26.7%)	151 (43.4%)	104 (29.9%)
Jefferson District	40 (31.3%)	48 (37.5%)	40 (31.3%)
Lincoln District	68 (23.1%)	139 (47.1%)	88 (29.8%)
Washington District	54 (23.6%)	99 (43.2%)	76 (33.2%)
Unknown District	22 (11.3%)	47 (24.1%)	126 (64.6%)
Respondents with Elementary Children	149 (37.0%)	168 (41.7%)	86 (21.3%)
Respondents with Jr. High Children	99 (37.2%)	134 (50.4%)	33 (12.4%)
Respondents with Sr. High Children	96 (32.4%)	157 (53.0%)	43 (14.5%)
Respondents with Priv. School Children	15 (15.2%)	53 (53.5%)	31 (31.3%)
Resp. Education Hi School Grad	12 (24.5%)	19 (38.8%)	18 (36.7%)
Resp. Education Some College	24 (27.3%)	35 (40.0%)	29 (33.0%)
Resp. Education College Grad	111 (24.6%)	182 (40.4%)	158 (35.0%)
Resp. Education Adv. Degree	199 (22.2%)	373 (41.7%)	323 (37.2%)
Currently have children in school system	252 (36.0%)	326 (46.6%)	122 (17.4%)
No children presently in school system, but have had in the past	77 (16.2%)	217 (45.6%)	182 (38.2%)
No children presently in school system, but will have in the next 5 years	10 (8.6%)	27 (23.3%)	79 (68.1%)
Never had children in school system and will not have in the next 5 years	15 (6.9%)	41 (18.9%)	161 (74.2%)

QUESTION 14 - Should there be a formal process whereby members of the public can participate in the teacher evaluation process?

Survey Population	Yes	No	No Opinion
Summit	571 (37.4%)	765 (50.2%)	189 (12.4%)
Brayton District	121 (39.2%)	157 (50.8%)	31 (10.0%)
Franklin District	136 (39.1%)	172 (49.4%)	40 (11.5%)
Jefferson District	62 (48.4%)	60 (46.9%)	6 (4.7%)
Lincoln District	96 (32.5%)	162 (54.9%)	37 (12.5%)
Washington District	87 (38.0%)	116 (50.7%)	26 (11.4%)
Unknown District	61 (31.3%)	91 (46.7%)	43 (22.1%)
Respondents with Elementary Children	176 (43.7%)	196 (48.6%)	31 (7.7%)
Respondents with Jr. High Children	119 (44.7%)	132 (49.6%)	15 (5.6%)
Respondents with Sr. High Children	136 (45.9%)	141 (47.6%)	19 (6.4%)
Respondents with Priv. School Children	47 (47.5%)	42 (42.4%)	10 (10.1%)
Resp. Education Hi School Grad	18 (36.7%)	20 (40.8%)	11 (22.4%)
Resp. Education Some College	43 (48.9%)	34 (38.6%)	11 (12.5%)
Resp. Education College Grad	159 (35.3%)	228 (50.6%)	64 (14.2%)
Resp. Education Adv. Degree	334 (37.3%)	466 (52.1%)	95 (10.6%)
Currently have children in school system	319 (45.6%)	329 (47.0%)	52 (7.4%)
No children presently in school system, but have had in the past	149 (31.3%)	267 (56.1%)	60 (12.6%)
No children presently in school system, but will have in the next 5 years	40 (34.5%)	58 (50.0%)	18 (15.5%)
Never had children in school system and will not have in the next 5 years	57 (26.3%)	108 (49.8%)	52 (24.0%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 15 - New Jersey law currently restricts district spending for education (budget CAPS). Approximately 80% of the budget includes mandated and fixed-cost items. The Board of Education must allocate the remaining 20% among a number of programs. Please rank the programs listed below from 1 (the program which you would decrease spending *first*) to 8 (the program you would decrease spending *last*).

Survey Population	Computer Education	Foreign Languages	Practical Arts (e.g. Industrial Arts, Business Education)	Electives	Summer School	Student Activities	Athletic Programs	The Fine and Performing Arts (e.g. art, music)
Summit	8.0	6.1	5.0	1.3	1.0	1.7	3.0	5.6
Brayton District	8.0	6.9	5.2	1.7	1.0	1.7	3.1	6.5
Franklin District	8.0	6.2	4.8	1.2	1.0	2.3	4.2	5.9
Jefferson District	8.0	4.7	6.2	1.0	1.9	2.2	4.5	5.5
Lincoln District	8.0	6.6	5.1	1.7	1.0	1.2	2.5	5.1
Washington District	8.0	5.5	5.4	1.1	1.0	1.4	2.6	5.7
Unknown District	8.0	5.4	5.4	1.3	1.0	2.2	1.8	4.9
Respondents with Elementary Children	8.0	6.1	3.2	1.9	1.0	1.9	2.1	5.8
Respondents with Jr. High Children	8.0	6.7	4.8	1.8	1.0	1.7	2.8	6.0
Respondents with Sr. High Children	8.0	5.4	3.8	1.8	1.0	1.5	2.8	4.7
Respondents with Priv. School Children	8.0	6.9	4.6	2.0	1.0	1.8	4.7	6.0
Resp. Education Hi School Grad	8.0	3.3	6.0	1.0	4.7	1.5	5.3	5.1
Resp. Education Some College	8.0	6.0	5.1	1.0	2.0	2.8	4.2	4.7
Resp. Education College Grad	8.0	5.7	5.1	1.0	1.3	1.6	3.3	5.2
Resp. Education Adv. Degree	8.0	6.4	2.7	1.9	1.0	2.0	2.8	6.1
Currently have children in school system	8.0	6.2	3.1	1.9	1.0	1.7	3.2	5.6
No children presently in school system, but have had in the past	8.0	5.9	2.1	1.0	1.8	2.4	3.2	5.7
No children presently in school system, but will have in the next 5 years	8.0	5.4	5.0	1.2	1.0	2.0	3.3	6.4
Never had children in school system and will not have in the next 5 years	8.0	5.1	5.9	1.0	1.3	1.2	1.9	4.1

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 16 - The school system should:

Survey Population	Place more emphasis on basic skills and less emphasis on enrichment programs and electives	Maintain the present approach	Place more emphasis on enrichment programs and electives and less emphasis on basic skills	No Opinion
Summit	772 (50.6%)	488 (32.0%)	62 (4.1%)	203 (13.1%)
Brayton District	140 (45.3%)	118 (38.2%)	11 (3.6%)	40 (12.9%)
Franklin District	180 (51.7%)	120 (34.4%)	16 (4.6%)	32 (9.2%)
Jefferson District	80 (62.5%)	31 (24.2%)	3 (2.3%)	14 (10.9%)
Lincoln District	142 (48.1%)	106 (35.9%)	17 (5.8%)	30 (10.2%)
Washington District	123 (53.7%)	75 (32.8%)	11 (4.8%)	20 (8.7%)
Unknown District	94 (48.2%)	34 (17.4%)	4 (2.1%)	63 (32.3%)
Respondents with Elementary Children	179 (44.4%)	156 (38.7%)	28 (6.9%)	40 (9.9%)
Respondents with Jr. High Children	125 (47.0%)	110 (41.4%)	13 (4.9%)	18 (6.8%)
Respondents with Sr. High Children	151 (51.0%)	123 (41.6%)	8 (2.7%)	14 (4.7%)
Respondents with Priv. School Children	45 (45.5%)	35 (35.4%)	6 (6.1%)	13 (13.1%)
Resp. Education Hi School Grad	28 (57.1%)	7 (14.3%)	3 (6.1%)	11 (22.4%)
Resp. Education Some College	54 (61.4%)	21 (23.9%)	3 (3.4%)	10 (11.4%)
Resp. Education College Grad	246 (54.5%)	141 (31.3%)	11 (2.4%)	53 (11.8%)
Resp. Education Adv. Degree	425 (47.5%)	309 (34.5%)	45 (5.0%)	116 (13.0%)
Currently have children in school system	327 (46.7%)	284 (40.6%)	36 (5.1%)	53 (7.6%)
No children presently in school system, but have had in the past	274 (57.6%)	131 (27.5%)	20 (4.2%)	51 (10.7%)
No children presently in school system, but will have in the next 5 years	47 (40.5%)	35 (30.2%)	1 (0.9%)	33 (28.4%)
Never had children in school system and will not have in the next 5 years	116 (53.5%)	36 (16.6%)	5 (2.3%)	60 (27.6%)

QUESTION 17 - Our current high school program is:

Survey Population	Too focused on college bound students	Not focused enough on college bound students	Appropiately focused	No Opinion
Summit	224 (14.7%)	150 (9.8%)	633 (41.5%)	518 (34.0%)
Brayton District	38 (12.3%)	26 (8.4%)	148 (48.0%)	97 (31.4%)
Franklin District	42 (12.1%)	43 (12.4%)	156 (44.8%)	107 (30.7%)
Jefferson District	42 (32.8%)	8 (6.3%)	42 (32.8%)	36 (28.1%)
Lincoln District	22 (7.8%)	44 (14.9%)	137 (46.4%)	91 (30.8%)
Washington District	47 (20.5%)	18 (7.9%)	87 (38.0%)	77 (33.6%)
Unknown District	27 (13.8%)	8 (4.11%)	56 (28.7%)	104 (53.3%)
Respondents with Elementary Children	37 (9.2%)	52 (12.9%)	132 (32.8%)	182 (45.2%)
Respondents with Jr. High Children	30 (11.3%)	33 (12.4%)	138 (51.9%)	65 (24.4%)
Respondents with Sr. High Children	45 (15.2%)	33 (11.1%)	197 (66.6%)	21 (7.1%)
Respondents with Priv. School Children	7 (7.1%)	11 (11.1%)	44 (44.4%)	37 (37.4%)
Resp. Education Hi School Grad	14 (28.6%)	5 (10.2%)	11 (22.4%)	19 (38.8%)
Resp. Education Some College	30 (34.1%)	3 (3.4%)	30 (34.1%)	25 (28.4%)
Resp. Education College Grad	74 (16.4%)	39 (8.6%)	196 (43.5%)	142 (31.5%)
Resp. Education Adv. Degree	101 (11.3%)	101 (11.3%)	381 (42.6%)	312 (34.9%)
Currently have children in school system	86 (12.3%)	81 (11.6%)	313 (44.7%)	220 (31.4%)
No children presently in school system, but have had in the past	98 (20.6%)	49 (10.3%)	231 (48.5%)	98 (20.6%)
No children presently in school system, but will have in the next 5 years	11 (9.5%)	8 (6.9%)	35 (30.2%)	62 (53.4%)
Never had children in school system and will not have in the next 5 years	27 (12.4%)	11 (5.1%)	50 (23.0%)	129 (59.4%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 18 - Our current high school vocational program is:

Survey Population	Inadequate	Adequate	More than adequate	No Opinion
Summit	242 (15.9%)	302 (19.8%)	49 (3.2%)	932 (61.1%)
Brayton District	49 (15.9%)	69 (22.3%)	10 (3.2%)	181 (58.6%)
Franklin District	44 (12.6%)	66 (19.0%)	11 (3.2%)	227 (65.2%)
Jefferson District	27 (21.1%)	36 (28.1%)	5 (3.9%)	60 (46.9%)
Lincoln District	32 (10.8%)	54 (18.3%)	8 (2.7%)	201 (68.1%)
Washington District	53 (23.1%)	46 (20.1%)	10 (4.4%)	120 (52.4%)
Unknown District	34 (17.4%)	23 (11.8%)	4 (2.1%)	134 (68.7%)
Respondents with Elementary Children	36 (8.9%)	69 (17.1%)	10 (2.5%)	288 (71.5%)
Respondents with Jr. High Children	32 (12.0%)	65 (24.4%)	13 (4.9%)	156 (58.6%)
Respondents with Sr. High Children	40 (13.5%)	85 (28.7%)	19 (6.4%)	152 (51.4%)
Respondents with Priv. School Children	16 (16.2%)	17 (17.2%)	2 (2.0%)	64 (64.6%)
Resp. Education Hi School Grad	12 (24.5%)	13 (26.5%)	1 (2.0%)	23 (46.9%)
Resp. Education Some College	24 (27.3%)	18 (20.5%)	5 (5.7%)	41 (46.6%)
Resp. Education College Grad	74 (16.4%)	102 (22.6%)	11 (2.4%)	264 (58.5%)
Resp. Education Adv. Degree	128 (14.3%)	156 (17.4%)	31 (3.5%)	580 (64.8%)
Currently have children in school system	82 (11.7%)	138 (19.7%)	28 (4.0%)	452 (64.6%)
No children presently in school system, but have had in the past	120 (25.2%)	106 (22.3%)	14 (2.9%)	236 (49.6%)
No children presently in school system, but will have in the next 5 years	13 (11.2%)	24 (20.7%)	1 (0.9%)	78 (67.2%)
Never had children in school system and will not have in the next 5 years	26 (12.0%)	34 (15.7%)	5 (2.3%)	152 (70.0%)

QUESTION 19 - Our current high school graduation requirements are listed below:

Curriculum	9-12 Requirements
English	4 yrs.
Mathematics	2 yrs.
Science	1 yr.
U.S. History/Social Studies	2 yrs.
Physical Education, Health/Safety	4 yrs.
Fine, Practical and/or Performing arts	1 yr.
Career Exploration	½ yr.

These requirements should be:

Survey Population	Increased	Left as they are	No Opinion
Summit	832 (54.6%)	503 (33.0%)	190 (12.5%)
Brayton District	164 (53.1%)	109 (35.3%)	36 (11.7%)
Franklin District	196 (56.3%)	113 (32.5%)	39 (11.2%)
Jefferson District	63 (49.2%)	56 (43.8%)	9 (7.0%)
Lincoln District	164 (55.6%)	91 (30.8%)	40 (13.6%)
Washington District	135 (59.0%)	75 (32.8%)	19 (8.3%)
Unknown District	96 (49.2%)	56 (28.7%)	43 (22.1%)
Respondents with Elementary Children	254 (63.0%)	105 (26.1%)	44 (10.9%)
Respondents with Jr. High Children	139 (52.3%)	104 (39.1%)	23 (8.6%)
Respondents with Sr. High Children	127 (42.9%)	139 (47.0%)	30 (10.1%)
Respondents with Priv. School Children	61 (61.6%)	26 (26.3%)	12 (12.1%)
Resp. Education Hi School Grad	17 (34.7%)	20 (40.8%)	12 (24.5%)
Resp. Education Some College	39 (44.3%)	41 (46.6%)	8 (9.1%)
Resp. Education College Grad	242 (53.7%)	158 (35.0%)	51 (11.3%)
Resp. Education Adv. Degree	522 (58.3%)	264 (29.5%)	109 (12.2%)
Currently have children in school system	382 (54.6%)	246 (35.1%)	72 (10.3%)
No children presently in school system, but have had in the past	238 (50.0%)	180 (37.8%)	58 (12.2%)
No children presently in school system, but will have in the next 5 years	86 (74.1%)	25 (21.6%)	5 (4.3%)
Never had children in school system and will not have in the next 5 years	117 (53.9%)	52 (24.0%)	48 (22.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 20 - The school system should offer a formal SAT preparation course:

Survey Population	Within the school day (at district expense)	Outside school hours (for a fee)	Not at all	No Opinion
Summit	444 (29.1%)	706 (46.3%)	239 (15.7%)	136 (8.9%)
Brayton District	92 (29.8%)	137 (44.3%)	59 (19.1%)	21 (6.8%)
Franklin District	117 (33.6%)	173 (49.7%)	37 (10.6%)	21 (6.0%)
Jefferson District	52 (40.6%)	53 (41.4%)	12 (9.4%)	11 (8.6%)
Lincoln District	74 (25.1%)	146 (49.5%)	46(15.6%)	29 (9.8%)
Washington District	70 (30.6%)	101 (44.1%)	40 (17.5%)	18 (7.9%)
Unknown District	36 (18.5%)	86 (44.1%)	41(21.0%)	32 (16.4%)
Respondents with Elementary Children	141 (35.0%)	188 (46.6%)	47 (11.7%)	27 (6.7%)
Respondents with Jr. High Children	100 (37.6%)	118 (44.4%)	29 (10.9%)	19 (7.1%)
Respondents with Sr. High Children	116 (39.2%)	127 (42.9%)	40 (13.5%)	13 (4.4%)
Respondents with Priv. School Children	28 (28.3%)	51 (51.5%)	11 (11.1%)	9 (9.1%)
Resp. Education Hi School Grad	16 (32.7%)	16 (32.7%)	5 (10.2%)	12 (24.5%)
Resp. Education Some College	32 (36.4%)	42 (47.7%)	4 (4.5%)	10 (11.4%)
Resp. Education College Grad	146 (32.4%)	205 (45.5%)	65 (14.4%)	35 (7.8%)
Resp. Education Adv. Degree	241 (26.9%)	429 (47.9%)	159 (17.8%)	66 (7.4%)
Currently have children in school system	264 (37.7%)	310 (44.3%)	82 (11.7%)	44 (6.3%)
No children presently in school system, but have had in the past	114 (23.9%)	224 (47.1%)	99 (20.8%)	39 (8.2%)
No children presently in school system, but will have in the next 5 years	28 (24.1%)	67 (57.8%)	13 (11.2%)	8 (6.9%)
Never had children in school system and will not have in the next 5 years	36 (16.6%)	99 (45.6%)	44 (20.3%)	38 (17.5%)

QUESTION 21 - How much emphasis should the school district place on the following extra-curricular activities?

Music

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	64 (4.2%)	899 (59.0%)	205 (13.4%)	357 (23.4%)
Brayton District	12 (3.9%)	187 (60.5%)	43 (13.9%)	67 (21.7%)
Franklin District	12 (3.4%)	214 (61.5%)	50 (14.4%)	72 (20.7%)
Jefferson District	7 (5.5%)	88 (68.8%)	11 (8.6%)	22 (17.2%)
Lincoln District	11 (3.7%)	173 (58.6%)	48 (16.3%)	63 (21.4%)
Washington District	8 (3.5%)	151 (65.9%)	28 (12.2%)	42 (18.3%)
Unknown District	10 (5.1%)	74 (37.9%)	25 (12.8%)	86 (44.1%)
Respondents with Elementary Children	13 (4.7%)	242 (60.0%)	71 (17.6%)	77 (19.1%)
Respondents with Jr. High Children	14 (5.3%)	181 (68.0%)	50 (18.8%)	21 (7.9%)
Respondents with Sr. High Children	13 (4.4%)	213 (72.0%)	39 (13.2%)	31 (10.5%)
Respondents with Priv. School Children	1 (1.0%)	60 (60.6%)	12 (12.1%)	26 (26.3%)
Resp. Education Hi School Grad	3 (6.1%)	30 (61.2%)	7 (14.3%)	9 (18.4%)
Resp. Education Some College	5 (5.7%)	51 (58.0%)	12 (13.6%)	20 (22.7%)
Resp. Education College Grad	20 (4.4%)	293 (65.0%)	46 (10.2%)	92 (20.4%)
Resp. Education Adv. Degree	32 (3.6%)	499 (55.8%)	138 (15.4%)	226 (25.3%)
Currently have children in school system	27 (3.9%)	454 (64.9%)	112 (16.0%)	107 (15.3%)
No children presently in school system, but have had in the past	20 (4.2%)	319 (67.0%)	53 (11.1%)	84 (17.6%)
No children presently in school system, but will have in the next 5 years	2 (1.7%)	43 (37.1%)	24 (20.7%)	47 (40.5%)
Never had children in school system and will not have in the next 5 years	13 (6.0%)	76 (35.0%)	13 (6.0%)	115 (53.0%)

Drama

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	104 (6.8%)	880 (57.7%)	145 (9.5%)	396 (26.0%)
Brayton District	16 (5.2%)	200 (64.7%)	22 (7.1%)	71 (23.0%)
Franklin District	24 (6.9%)	205 (58.9%)	36 (10.3%)	83 (23.9%)
Jefferson District	13 (10.2%)	83 (64.8%)	8 (6.3%)	24 (18.8%)
Lincoln District	15 (5.1%)	172 (58.3%)	37 (12.5%)	71 (24.1%)
Washington District	19 (8.3%)	137 (59.8%)	23 (10.0%)	50 (21.8%)
Unknown District	12 (6.2%)	74 (37.9%)	18 (9.2%)	91 (46.7%)
Respondents with Elementary Children	19 (4.7%)	238 (59.1%)	50 (12.4%)	96 (23.8%)
Respondents with Jr. High Children	15 (5.6%)	187 (70.3%)	39 (14.7%)	25 (9.4%)
Respondents with Sr. High Children	14 (4.7%)	225 (76.0%)	24 (8.1%)	33 (11.0%)
Respondents with Priv. School Children	5 (5.1%)	51 (51.5%)	13 (13.1%)	30 (30.3%)
Resp. Education Hi School Grad	4 (8.2%)	31 (63.3%)	5 (10.2%)	9 (18.4%)
Resp. Education Some College	10 (11.4%)	47 (53.4%)	7 (8.0%)	24 (27.3%)
Resp. Education College Grad	33 (7.3%)	279 (61.9%)	8.4 (8.4%)	101 (22.4%)
Resp. Education Adv. Degree	53 (5.9%)	498 (55.6%)	93 (10.4%)	251 (28.0%)
Currently have children in school system	40 (5.7%)	457 (65.3%)	77 (11.0%)	126 (18.0%)
No children presently in school system, but have had in the past	40 (8.4%)	304 (63.9%)	36 (7.6%)	96 (20.2%)
No children presently in school system, but will have in the next 5 years	4 (3.4%)	43 (37.1%)	20 (17.2%)	49 (42.2%)
Never had children in school system and will not have in the next 5 years	18 (8.3%)	69 (31.8%)	11 (5.1%)	119 (54.8%)

Special Interest Clubs

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	155 (10.2%)	725 (47.5%)	179 (11.7%)	466 (30.6%)
Brayton District	30 (9.7%)	150 (48.5%)	38 (12.3%)	91 (29.4%)
Franklin District	37 (10.6%)	174 (50.0%)	36 (10.3%)	101 (29.0%)
Jefferson District	12 (9.4%)	79 (61.7%)	13 (10.2%)	24 (18.8
Lincoln District	27 (9.2%)	142 (48.1%)	44 (14.9%)	27.8 (27.8%)
Washington District	25 (10.9%)	112 (48.9%)	27 (11.8%)	65 (28.4%)
Unknown District	21 (10.8%)	59 (30.3%)	19 (9.7%)	96 (49.2%)
Respondents with Elementary Children	28 (6.9%)	197 (48.9%)	56 (13.9%)	122 (30.3%)
Respondents with Jr. High Children	10 (3.8%)	171 (64.3%)	46 (17.3%)	39 (14.7%)
Respondents with Sr. High Children	23 (7.8%)	173 (58.4%)	50 (16.9%)	50 (16.9%)
Respondents with Priv. School Children	8 (8.1%)	41 (41.4%)	16 (16.2%)	34 (34.3%)
Resp. Education Hi School Grad	5 (10.2%)	23 (46.7%)	8 (16.3%)	13 (26.5%)
Resp. Education Some College	6 (6.8%)	43 (48.9%)	13 (14.8%)	26 (29.5%)
Resp. Education College Grad	51 (11.3%)	229 (50.8%)	49 (10.9%)	122 (29.1%)
Resp. Education Adv. Degree	87 (9.7%)	415 (46.4%)	103 (11.5%)	290 (32.4%)
Currently have children in school system	52 (7.4%)	390 (55.7%)	93 (13.3%)	165 (23.6%)
No children presently in school system, but have had in the past	65 (13.7%)	240 (50.4%)	51 (7.6%)	120 (20.2%)
No children presently in school system, but will have in the next 5 years	7 (6.0%)	40 (34.5%)	19 (16.4%)	50 (43.1%)
Never had children in school system and will not have in the next 5 years	28 (12.9%)	52 (36.9%)	12 (5.5%)	125 (57.6%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

School Publications

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	68 (4.6%)	801 (52.5%)	234 (15.3%)	422 (27.7%)
Brayton District	7 (2.3%)	168 (54.5%)	50 (16.2%)	84 (27.2%)
Franklin District	15 (4.3%)	190 (54.6%)	61 (17.5%)	82 (23.6%)
Jefferson District	9 (7.0%)	81 (63.3%)	17 (13.3%)	21 (16.4%)
Lincoln District	14 (4.7%)	150 (50.8%)	53 (18.0%)	78 (26.4%)
Washington District	11 (4.8%)	124 (54.1%)	36 (15.7%)	58 (25.3%)
Unknown District	12 (6.2%)	76 (39.0%)	14 (7.2%)	93 (47.7%)
Respondents with Elementary Children	8 (2.0%)	219 (54.3%)	68 (16.9%)	108 (26.8%)
Respondents with Jr. High Children	6 (2.3%)	174 (65.4%)	56 (21.1%)	30 (11.3%)
Respondents with Sr. High Children	9 (3.0%)	178 (60.1%)	67 (22.6%)	42 (14.2%)
Respondents with Priv. School Children	4 (4.0%)	47 (47.5%)	17 (17.2%)	31 (31.3%)
Resp. Education Hi School Grad	3 (6.1%)	29 (59.2%)	4 (8.2%)	13 (26.5%)
Resp. Education Some College	4 (4.5%)	52 (59.1%)	10 (11.4%)	22 (25.0%)
Resp. Education College Grad	17 (3.8%)	247 (54.8%)	78 (17.3%)	109 (24.2%)
Resp. Education Adv. Degree	42 (4.7%)	454 (50.7%)	135 (15.1%)	264 (29.5%)
Currently have children in school system	21 (3.0%)	409 (58.4%)	129 (18.4%)	141 (20.1%)
No children presently in school system, but have had in the past	29 (6.1%)	278 (58.4%)	67 (14.1%)	102 (21.4%)
No children presently in school system, but will have in the next 5 years	4 (3.4%)	41 (35.3%)	21 (18.1%)	50 (43.1%)
Never had children in school system and will not have in the next 5 years	13 (6.0%)	69 (31.8%)	12 (5.5%)	123 (56.7%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

School Government

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	84 (5.5%)	792 (51.9%)	223 (14.6%)	426 (27.9%)
Brayton District	14 (4.5%)	169 (54.7%)	43 (13.9%)	83(26.9%)
Franklin District	21 (6.0%)	186 (53.4%)	56 (16.1%)	85 (24.4%)
Jefferson District	9 (7.0%)	77 (60.2%)	20 (15.6%)	22 (17.2%)
Lincoln District	15 (5.1%)	153 (51.9%)	49 (16.6%)	78 (26.4%)
Washington District	9 (3.9%)	127 (55.5%)	35 (15.3%)	58 (25.3%)
Unknown District	16 (8.2%)	68 (34.9%)	17 (8.7%)	94 (48.2%)
Respondents with Elementary Children	15 (3.7%)	210 (52.1%)	65 (16.1%)	113 (28.0%)
Respondents with Jr. High Children	13 (4.9%)	171 (64.3%)	48 (18.0%)	34 (12.8%)
Respondents with Sr. High Children	12 (4.1%)	187 (63.2%)	52 (17.6%)	45 (15.2%)
Respondents with Priv. School Children	5 (4.1%)	47 (47.5%)	16 (16.2%)	31 (31.3%)
Resp. Education Hi School Grad	2 (4.1%)	25 (51.0%)	8 (16.3%)	14 (28.6%)
Resp. Education Some College	6 (6.8%)	45 (51.1%)	14 (15.9%)	23 (26.1%)
Resp. Education College Grad	20 (4.4%)	239 (53.0%)	81 (18.0%)	111 (24.6%)
Resp. Education Adv. Degree	51 (5.7%)	463 (51.7%)	117 (13.1%)	264 (29.5%)
Currently have children in school system	28 (4.0%)	413 (59.0%)	110 (15.7%)	149 (21.3%)
No children presently in school system, but have had in the past	36 (7.6%)	268 (56.3%)	68 (14.3%)	104 (21.8%)
No children presently in school system, but will have in the next 5 years	6 (5.2%)	45 (38.8%)	17 (14.7%)	48 (41.4%)
Never had children in school system and will not have in the next 5 years	13 (6.0%)	61 (28.1%)	24 (11.0%)	119 (54.8%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Varsity Sports

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	272 (17.8%)	810 (53.1%)	81 (5.3%)	362 (23.7%)
Brayton District	54 (17.5%)	177 (57.3%)	11 (3.6%)	67 (21.7%)
Franklin District	60 (17.2%)	198 (56.9%)	17 (4.9%)	73 (21.0%)
Jefferson District	22 (17.2%)	72 (56.3%)	12 (9.4%)	22 (17.2%)
Lincoln District	51 (17.3%)	165 (55.9%)	17 (5.8%)	21.0 (21.0%)
Washington District	45 (19.7%)	129 (56.3%)	11 (4.8%)	44 (19.2%)
Unknown District	37 (19.0%)	60 (30.8%)	12 (6.2%)	86 (44.1%)
Respondents with Elementary Children	59 (14.6%)	213 (52.9%)	37 (9.2%)	94 (23.3%)
Respondents with Jr. High Children	44 (16.5%)	180 (67.7%)	21 (7.9%)	21 (7.9%)
Respondents with Sr. High Children	53 (17.9%)	190 (64.2%)	25 (8.4%)	28 (9.5%)
Respondents with Priv. School Children	15 (15.2%)	49 (49.5%)	8 (8.1%)	27 (27.3%)
Resp. Education Hi School Grad	8 (16.3%)	23 (46.9%)	6 (12.2%)	24.5 (24.5%)
Resp. Education Some College	9 (10.2%)	56 (63.6%)	4 (4.5%)	19 (21.6%)
Resp. Education College Grad	63 (14.0%)	274 (60.8%)	18 (4.0%)	96 (21.3%)
Resp. Education Adv. Degree	182 (20.3%)	441 (49.3%)	49 (5.5%)	223 (24.9%)
Currently have children in school system	114 (16.3%)	411 (58.7%)	58 (8.3%)	117 (16.7%)
No children presently in school system, but have had in the past	100 (21.0%)	287 (60.3%)	10 (2.1%)	79 (1.7%)
No children presently in school system, but will have in the next 5 years	18 (15.5%)	45 (38.8%)	7 (6.0%)	46 (39.7%)
Never had children in school system and will not have in the next 5 years	37 (17.1%)	62 (28.6%)	5 (2.3%)	113 (52.1%)

Intramural Sports

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	124 (8.1%)	660 (43.3%)	341 (22.4%)	400 (26.2%)
Brayton District	24 (7.8%)	137 (44.3%)	72 (23.3%)	76 (24.6%)
Franklin District	25 (7.2%)	156 (44.8%)	86 (24.7%)	81 (23.3%)
Jefferson District	13 (10.2%)	74 (57.8%)	17 (13.3%)	24 (18.8%)
Lincoln District	24 (8.1%)	115 (39.0%)	84 (28.5%)	72 (24.4%)
Washington District	20 (8.7%)	111 (48.5%)	47 (20.5%)	51 (22.3%)
Unknown District	18 (7.2%)	57 (29.2%)	32 (16.4%)	88 (45.1%)
Respondents with Elementary Children	30 (7.4%)	181 (44.9%)	90 (22.3%)	102 (25.3%)
Respondents with Jr. High Children	14 (5.3%)	149 (56.0%)	79 (29.7%)	24 (9.0%)
Respondents with Sr. High Children	18 (6.1%)	152 (51.4%)	89 (30.1%)	37 (12.5%)
Respondents with Priv. School Children	5 (5.1%)	35 (35.4%)	29 (29.3%)	30 (30.3%)
Resp. Education Hi School Grad	6 (12.2%)	24 (49.0%)	6 (12.2%)	13 (26.5%)
Resp. Education Some College	5 (5.7%)	48 (54.5%)	14 (15.9%)	21 (23.9%)
Resp. Education College Grad	21 (4.7%)	219 (48.6%)	100 (22.2%)	111 (24.6%)
Resp. Education Adv. Degree	87 (9.7%)	354 (39.6%)	212 (23.7%)	242 (27.0%)
Currently have children in school system	47 (6.7%)	337 (48.1%)	183 (26.1%)	133 (19.0%)
No children presently in school system, but have had in the past	44 (9.2%)	235 (49.4%)	102 (21.4%)	95 (20.0%)
No children presently in school system, but will have in the next 5 years	8 (6.9%)	33 (28.4%)	26 (22.4%)	49 (42.4%)
Never had children in school system and will not have in the next 5 years	24 (11.1%)	53 (24.4%)	24 (11.1%)	116 (53.5%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 22 - Overall, I would rate the discipline in the Summit schools as:

Elementary Schools

Survey Population	Excellent	Good	Fair	Poor	No Opinion
Summit	337 (22.1%)	563 (36.9%)	159 (10.4%)	57 (3.7%)	409 (26.8%)
Brayton District	94 (30.4%)	113 (36.6%)	26 (8.4%)	10 (3.2%)	66 (21.4%)
Franklin District	107 (30.7%)	120 (34.4%)	35 (10.1%)	8 (2.3%)	78 (22.4%)
Jefferson District	13 (10.2%)	55 (43.0%)	43.0 (20.3%)	10 (7.8%)	24 (18.8%)
Lincoln District	68 (23.1%)	128 (43.4%)	28 (9.5%)	8 (2.7%)	63 (21.4%)
Washington District	35 (15.3%)	102 (44.5%)	29 (12.7%)	12 (5.2%)	51 (22.3%)
Unknown District	14 (7.2%)	38 (19.5%)	15 (7.7%)	9 (4.6%)	119 (61.0%)
Respondents with Elementary Children	156 (38.7%)	165 (40.9%)	37 (9.2%)	14 (3.5%)	31 (7.7%)
Respondents with Jr. High Children	106 (39.8%)	114 (42.9%)	24 (9.0%)	4 (1.5%)	18 (6.8%)
Respondents with Sr. High Children	107 (36.1%)	133 (44.9%)	24 (8.1%)	6 (2.0%)	26 (8.8%)
Respondents with Priv. School Children	32 (32.3%)	39 (39.4%)	7 (7.1%)	4 (4.0%)	17 (17.2%)
Resp. Education Hi School Grad	5 (10.2%)	26 (53.1%)	10 (20.4%)	2 (4.1%)	6 (12.2%)
Resp. Education Some College	16 (18.2%)	32 (36.4%)	18 (20.5%)	6 (6.8%)	16 (18.2%)
Resp. Education College Grad	107 (23.7%)	166 (36.8%)	46 (10.2%)	16 (3.5%)	116 (25.7%)
Resp. Education Adv. Degree	205 (22.9%)	325 (36.3%)	82 (9.2%)	33 (3.7%)	250 (27.9%)
Currently have children in school system	251 (35.9%)	300 (42.9%)	65 (9.3%)	17 (2.4%)	67 (9.6%)
No children presently in school system, but have had in the past	68 (14.3%)	197 (41.4%)	59 (12.4%)	24 (5.0%)	128 (26.9%)
No children presently in school system, but will have in the next 5 years	7 (6.0%)	27 (23.3%)	13 (11.2%)	2 (1.7%)	67 (57.8%)
Never had children in school system and will not have in the next 5 years	7 (3.2%)	37 (17.1%)	20 (9.2%)	14 (6.5%)	139 (64.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Junior High School

Survey Population	Excellent	Good	Fair	Poor	No Opinion
Summit	33 (2.2%)	301 (19.7%)	340 (22.3%)	328 (21.5%)	523 (34.3%)
Brayton District	9 (2.9%)	67 (21.7%)	56 (18.1%)	83(26.9%)	94 (30.4%)
Franklin District	8 (2.3%)	22.1 (22.1%)	87 (25.0%)	69 (19.8%)	107 (30.7%)
Jefferson District	3 (2.3%)	24 (18.8%)	36 (28.1%)	28 (21.9%)	37 (28.9%)
Lincoln District	7 (2.4%)	62 (21.0%)	70 (23.7%)	66 (22.4%)	90 (30.5%)
Washington District	5 (2.2%)	43 (18.8%)	63 (27.5%)	43 (18.8%)	75 (32.8%)
Unknown District	1 (0.5%)	25 (12.8%)	25 (12.8%)	34 (17.4%)	110 (56.4%)
Respondents with Elementary Children	7 (1.7%)	78 (19.4%)	76 (18.9%)	77 (19.1%)	165 (40.9%)
Respondents with Jr. High Children	18 (6.8%)	103 (38.7%)	76 (28.6%)	55 (20.7%)	14 (5.3%)
Respondents with Sr. High Children	19 (6.4%)	98 (33.1%)	81 (27.4%)	76 (25.7%)	22 (7.4%)
Respondents with Priv. School Children	2 (2.0%)	15 (15.2%)	22 (22.2%)	32 (32.3%)	28 (28.3%)
Resp. Education Hi School Grad	0 (0%)	13 (26.5%)	15 (30.6%)	12 (24.5%)	9 (18.4%)
Resp. Education Some College	1 (1.1%)	21 (23.9%)	30 (34.1%)	16 (18.2%)	20 (22.7%)
Resp. Education College Grad	10 (2.2%)	83 (18.4%)	116 (25.7%)	95 (21.1%)	147 (32.6%)
Resp. Education Adv. Degree	22 (2.5%)	177 (19.8%)	175 (19.6%)	198 (22.1%)	323 (36.1%)
Currently have children in school system	26 (3.7%)	186 (26.6%)	152 (21.7%)	144 (20.6%)	192 (27.4%)
No children presently in school system, but have had in the past	6 (1.3%)	91 (19.1%)	140 (29.4%)	115 (24.2%)	124 (26.0%)
No children presently in school system, but will have in the next 5 years	1 (0.9%)	7 (6.0%)	26 (22.4%)	15 (12.9%)	67 (57.8%)
Never had children in school system and will not have in the next 5 years	0 (0%)	17 (7.8%)	20 (9.2%)	51 (23.5%)	129 (59.4%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Senior High School

Survey Population	Excellent	Good	Fair	Poor	No Opinion
Summit	86 (5.6%)	383 (25.1%)	314 (20.6%)	134 (8.8%)	608 (39.9%)
Brayton District	21 (6.8%)	81 (26.2%)	60 (19.4%)	29 (9.4%)	118 (38.2%)
Franklin District	22 (6.3%)	97 (27.9%)	73 (21.0%)	27 (7.8%)	129 (37.1%)
Jefferson District	4 (3.1%)	34 (26.6%)	32 (25.0%)	16 (12.5%)	42 (32.8%)
Lincoln District	18 (6.1%)	85 (28.8%)	60 (20.3%)	20 (6.8%)	112 (38.0%)
Washington District	15 (6.6%)	51 (22.3%)	58 (25.3%)	19 (8.3%)	86 (37.6%)
Unknown District	4 (2.1%)	32 (16.4%)	27 (13.8%)	21 (10.8%)	111 (56.9%)
Respondents with Elementary Children	20 (5.0%)	79 (19.6%)	61 (15.1%)	10 (2.5%)	233 (57.8%)
Respondents with Jr. High Children	28 (10.5%)	92 (34.6%)	45 (16.9%)	6 (2.3%)	95 (35.7%)
Respondents with Sr. High Children	49 (16.6%)	152 (51.4%)	63 (21.3%)	7 (2.4%)	25 (8.4%)
Respondents with Priv. School Children	8 (8.1%)	20 (20.2%)	21 (21.2%)	9 (9.1%)	41 (41.4%)
Resp. Education Hi School Grad	0 (0%)	18 (36.7%)	10 (20.4%)	2 (16.3%)	13 (26.5%)
Resp. Education Some College	7 (8.0%)	18 (20.5%)	20 (22.7%)	12 (13.6%)	31 (35.2%)
Resp. Education College Grad	27 (6.0%)	117 (25.9%)	102 (22.6%)	36 (8.0%)	169 (37.5%)
Resp. Education Adv. Degree	52 (5.8%)	219 (24.5%)	181 (20.2%)	75 (8.4%)	368 (41.1%)
Currently have children in school system	62 (8.9%)	220 (31.4%)	113 (16.1%)	22 (3.1%)	283 (40.4%)
No children presently in school system, but have had in the past	17 (3.6%)	121 (25.4%)	147 (30.9%)	75 (15.8%)	116 (24.4%)
No children presently in school system, but will have in the next 5 years	3 (2.6%)	14 (12.1%)	23 (19.8%)	7 (6.0%)	69 (59.5%)
Never had children in school system and will not have in the next 5 years	4 (1.8%)	26 (12.0%)	28 (12.9%)	29 (13.4%)	130 (59.9%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 23 - In my opinion, the use of drugs and alcohol by Summit students is:

Outside School

Survey Population	A problem for many Summit students	A problem for some Summit students	A problem for only a few Summit students	Not a problem	No Opinion
Summit	529 (34.7%)	571 (37.4%)	97 (6.4%)	9 (0.6%)	319 (20.9%)
Brayton District	106 (34.3%)	127 (41.1%)	23 (7.4%)	2 (0.6%)	51 (16.5%)
Franklin District	120 (34.4%)	146 42.0%)	24 (6.9%)	2 (0.6%)	56 (16.1%)
Jefferson District	48 (37.5%)	43 (33.6%)	7 (5.5%)	1 (0.8%)	29 (22.7%)
Lincoln District	98 (33.2%)	118 (40.0%)	22 (7.5%)	0 (0%)	57 (19.3%)
Washington District	88 (38.4%)	83 (36.2%)	14 (6.1%)	1 (0.4%)	43 (18.8%)
Unknown District	59 (30.2%)	49 (25.1%)	6 (3.1%)	2 (1.0%)	79 (40.5%)
Respondents with Elementary Children	134 (33.3%)	160 (39.7%)	28 (6.9%)	2 (0.5%)	79 (19.6%)
Respondents with Jr. High Children	92 (34.6%)	128 (48.1%)	26 (9.8%)	2 (0.8%)	18 (6.8%)
Respondents with Sr. High Children	116 (39.2%)	121 (40.9%)	29 (9.8%)	5 (1.7%)	25 (8.4%)
Respondents with Priv. School Children	34 (34.3%)	39 (39.4%)	7 (7.1%)	1 (1.0%)	18 (18.2%)
Resp. Education Hi School Grad	20 (40.8%)	12 (24.5%)	1 (2.0%)	1 (2.0%)	15 (30.6%)
Resp. Education Some College	38 (43.2%)	28 (31.8%)	4 (4.5%)	2 (2.3%)	16 (18.7%)
Resp. Education College Grad	156 (34.6%)	172 (38.8%)	24 (5.3%)	2 (0.4%)	97 (21.5%)
Resp. Education Adv. Degree	302 (33.7%)	346 (38.7%)	65 (7.3%)	4 (0.4%)	178 (19.9%)
Currently have children in school system	236 (33.7%)	297 (42.4%)	55 (7.9%)	6 (0.9%)	106 (15.1%)
No children presently in school system, but have had in the past	180 (37.8%)	183 (38.4%)	29 (6.1%)	0 (0%)	84 (17.6%)
No children presently in school system, but will have in the next 5 years	40 (34.5%)	28 (24.1%)	6 (5.2%)	0 (0%)	42 (36.2%)
Never had children in school system and will not have in the next 5 years	67 (30.9%)	61 (28.1%)	6 (2.8%)	3 (1.4%)	80 (36.9%)

In School

Survey Population	A problem for many Summit students	A problem for some Summit students	A problem for only a few Summit students	Not a problem	No Opinion
Summit	215 (14.1%)	591 (38.8%)	279 (18.3%)	31 (2.0%)	409 (26.8%)
Brayton District	45 (14.6%)	118 (38.2%)	67 (21.7%)	8 (2.6)	71 (23.0%)
Franklin District	39 (11.2%)	147 (42.2%)	72 (20.7%)	3 (0.9%)	87 (25.0%)
Jefferson District	28 (21.9%)	51 (39.8%)	19 (14.8%)	0 (0%)	30 (23.4%)
Lincoln District	34 (11.5%)	118 (40.0%)	59 (20.0%)	7 (2.4%)	77 (26.1%)
Washington District	35 (15.3%)	99 (43.2%)	41 (17.9%)	4 (1.7%)	50 (21.8%)
Unknown District	29 (14.9%)	54 (27.7%)	16 (8.2%)	8 (4.1%)	88 (45.1%)
Respondents with Elementary Children	54 (13.4%)	154 (38.2%)	95 (23.6%)	4 (1.0%)	96 (23.8%)
Respondents with Jr. High Children	20 (7.5%)	114 (42.9%)	81 (30.5%)	11 (4.1%)	40 (15.0%)
Respondents with Sr. High Children	31 (10.5%)	124 (41.9%)	70 (23.6%)	16 (5.4%)	55 (18.6%)
Respondents with Priv. School Children	7 (7.1%)	43 (43.4%)	21 (21.2%)	2 (2.0%)	26 (26.3%)
Resp. Education Hi School Grad	12 (24.5%)	20 (40.8%)	5 (10.2%)	0 (0%)	12 (24.5%)
Resp. Education Some College	19 (21.6%)	38 (43.2%)	11 (12.5%)	2 (2.3%)	18 (20.5%)
Resp. Education College Grad	63 (14.0%)	169 (34.5%)	78 (17.3%)	7 (1.6%)	134 (29.7%)
Resp. Education Adv. Degree	113 (12.6%)	354 (39.6%)	180 (20.1%)	20 (2.2%)	228 (25.5%)
Currently have children in school system	78 (11.1%)	283 (40.4%)	167 (23.9%)	20 (2.9%)	152 (21.7%)
No children presently in school system, but have had in the past	87 (18.3%)	198 (41.6%)	79 (16.6%)	5 (1.0%)	107 (22.5%)
No children presently in school system, but will have in the next 5 years	13 (11.2%)	43 (37.1%)	13 (11.2%)	1 (0.9%)	46 (39.7%)
Never had children in school system and will not have in the next 5 years	34 (15.7%)	64 (29.5%)	18 (8.3%)	5 (2.3%)	96 (44.2%)

QUESTION 24 - Indicate your preception of the amount of homework currently assigned:

Elementary Schools

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	255 (16.7%)	694 (45.5%)	49 (3.2%)	527 (34.6%)
Bruyton District	55 (17.8%)	147 (47.6%)	12 (3.9%)	95 (30.7%)
Franklin District	56 (16.1%)	179 (51.4%)	11 (3.2%)	102 (29.3%)
Jefferson District	21 (16.4%)	64 (50.0%)	12 (9.4%)	31 (24.2%)
Lincoln District	63 (21.4%)	145 (49.2%)	4 (1.4%)	83 (28.1%)
Washington District	38 (16.6%)	113 (49.3%)	6 (2.6%)	72 (31.4%)
Unknown District	20 (10.3%)	37 (19.0%)	4 (2.1%)	134 (68.7%)
Respondents with Elementary Children	76 (18.9%)	285 (70.7%)	19 (4.7%)	23 (5.7%)
Respondents with Jr. High Children	56 (21.1%)	172 (64.7%)	15 (5.6%)	23 (8.6%)
Respondents with Sr. High Children	61 (20.6%)	179 (60.5%)	11 (3.7%)	45 (15.2%)
Respondents with Priv. School Children	16 (16.2%)	59 (59.6%)	4 (4.0%)	20 (20.2%)
Resp. Education Hi School Grad	10 (20.4%)	26 (53.1%)	3 (6.1%)	10 (20.4%)
Resp. Education Some College	17 (19.3%)	43 (48.9%)	6 (6.8%)	22 (25.0%)
Resp. Education College Grad	65 (14.4%)	212 (47.0%)	16 (3.5%)	158 (35.0%)
Resp. Education Adv. Degree	162 (18.1%)	396 (44.2%)	23 (2.6%)	314 (35.1%)
Currently have children in school system	137 (19.5%)	455 (65.0%)	32 (4.6%)	76 (10.9%)
No children presently in school system, but have had in the past	92 (19.3%)	178 (37.4%)	8 (1.7%)	198 (41.6%)
No children presently in school system, but will have in the next 5 years	8 (6.9%)	28 (24.1%)	5 (4.3%)	75 (64.7%)
Never had children in school system and will not have in the next 5 years	15 (6.9%)	30 (13.8%)	2 (0.9%)	170 (78.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Junior High School

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	351 (23.1%)	451 (29.6%)	26 (1.7%)	695 (45.6%)
Brayton District	62 (20.1%)	105 (34.0%)	3 (1.0%)	139 (45.0%)
Franklin District	94 (27.0%)	111 (31.9%)	6 (1.7%)	137 (39.4%)
Jefferson District	31 (24.2%)	42 (32.8%)	4 (3.1%)	51 (39.8%)
Lincoln District	78 (26.4%)	90 (30.5%)	4 (1.4%)	123 (41.7%)
Washington District	48 (21.0%)	69 (30.1%)	8 (3.5%)	104 (45.4%)
Unknown District	33 (16.9%)	32 (16.4%)	1 (0.5%)	129 (66.2%)
Respondents with Elementary Children	78 (19.4%)	107 (26.6%)	12 (3.0%)	206 (51.1%)
Respondents with Jr. High Children	66 (24.8%)	179 (67.3%)	14 (5.3%)	7 (2.6%)
Respondents with Sr. High Children	89 (30.1%)	166 (56.1%)	5 (1.7%)	36 (12.2%)
Respondents with Priv. School Children	30 (30.3%)	22 (22.2%)	5 (5.1%)	42 (42.4%)
Resp. Education Hi School Grad	10 (20.4%)	23 (46.9%)	1 (2.0%)	15 (30.6%)
Resp. Education Some College	18 (20.5%)	35 (39.8%)	3 (3.4%)	32 (36.4%)
Resp. Education College Grad	103 (22.8%)	148 (32.8%)	7 (1.6%)	193 (42.8%)
Resp. Education Adv. Degree	216 (24.1%)	237 (26.5%)	14 (1.6%)	428 (47.8%)
Currently have children in school system	150 (21.4%)	293 (41.9%)	20 (2.9%)	237 (33.9%)
No children presently in school system, but have had in the past	144 (30.3%)	120 (25.2%)	5 (1.0%)	207 (43.5%)
No children presently in school system, but will have in the next 5 years	21 (18.1%)	18 (15.5%)	0 (0%)	77 (66.4%)
Never had children in school system and will not have in the next 5 years	34 (15.7%)	20 (9.2%)	1 (0.5%)	162 (74.7%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Senior High School

Survey Population	Less Emphasis	Maintain Current Emphasis	Greater Emphasis	No Opinion
Summit	337 (22.1%)	416 (27.3%)	26 (1.7%)	746 (49.1%)
Brayton District	63 (20.4%)	97 (31.4%)	4 (1.3%)	145 (46.9%)
Franklin District	84 (24.1%)	99 (28.4%)	6 (1.7%)	159 (45.7%)
Jefferson District	32 (25.0%)	35 (27.3%)	5 (3.9%)	56 (43.8%)
Lincoln District	64 (21.7%)	87 (29.5%)	4 (1.4%)	140 (47.5%)
Washington District	43 (18.8%)	66 (28.8%)	6 (2.6%)	114 (49.8%)
Unknown District	47 (24.1%)	28 (14.4%)	1 (0.5%)	119 (61.0%)
Respondents with Elementary Children	58 (14.4%)	77 (19.1%)	7 (1.7%)	261 (64.8%)
Respondents with Jr. High Children	47 (17.7%)	109 (41.0%)	10 (3.8%)	100 (37.6%)
Respondents with Sr. High Children	69 (23.3%)	195 (65.9%)	20 (6.8%)	12 (4.1%)
Respondents with Priv. School Children	23 (23.2%)	23 (23.2%)	2 (2.0%)	51 (51.5%)
Resp. Education Hi School Grad	10 (20.4%)	20 (40.8%)	1 (2.0%)	18 (36.7%)
Resp. Education Some College	19 (21.6%)	24 (27.3%)	3 (3.4%)	42 (47.7%)
Resp. Education College Grad	99 (22.0%)	132 (29.3%)	7 (1.6%)	213 (47.2%)
Resp. Education Adv. Degree	204 (22.8%)	231 (25.8%)	14 (1.6%)	446 (49.8%)
Currently have children in school system	115 (16.4%)	257 (36.7%)	24 (3.4%)	304 (43.4%)
No children presently in school system, but have had in the past	165 (34.7%)	114 (23.9%)	2 (0.4%)	41.0 (41.0%)
No children presently in school system, but will have in the next 5 years	23 (19.8%)	15 (12.9%)	0 (0%)	78 (67.2%)
Never had children in school system and will not have in the next 5 years	30 (13.8%)	28 (12.9%)	0 (0%)	159 (73.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 25 - Foreign language instruction should be offered as a component of the elementary program:

Survey Population	During the school day	Outside school hours	Not at all	No Opinion
Summit	979 (64.2%)	194 (12.7%)	203 (13.3%)	149 (9.8%)
Brayton District	190 (61.5%)	36 (11.7%)	52 (16.8%)	31 (10.0%)
Franklin District	229 (65.8%)	40 (11.5%)	50 (14.3%)	29 (8.3%)
Jefferson District	78 (60.9%)	12 (9.4%)	25 (19.5%)	13 (10.2%)
Lincoln District	192 (66.1%)	51 (17.3%)	30(10.2%)	22 (7.5%)
Washington District	154 (67.2%)	31 (13.5%)	27(12.2%)	17 (7.0%)
Unknown District	121 (62.1%)	21 (10.8%)	c (9.2%)	35 (17.9%)
Respondents with Elementary Children	259 (64.3%)	63 (15.6%)	52 (12.9%)	29 (7.2%)
Respondents with Jr. High Children	153 (57.5%)	54 (20.3%)	46 (17.3%)	13 (4.9%)
Respondents with Sr. High Children	180 (60.8%)	40 (13.5%)	56 (18.9%)	20 (6.8%)
Respondents with Priv. School Children	68 (68.7%)	14 (14.1%)	8 (8.1%)	9 (9.1%)
Resp. Education Hi School Grad	29 (59.2%)	8 (16.3%)	4 (8.2%)	8 (16.3%)
Resp. Education Some College	48 (54.5%)	16 (18.2%)	16 (18.2%)	8 (9.1%)
Resp. Education College Grad	275 (61.0%)	60 (13.3%)	63 (14.0%)	53 (11.8%)
Resp. Education Adv. Degree	596 (66.6%)	109 (12.2%)	119 (13.3%)	71 (7.9%)
Currently have children in school system	447 (63.9%)	101 (14.4%)	104 (14.9%)	48 (6.9%)
No children presently in school system, but have had in the past	297 (62.4%)	65 (13.7%)	66 (13.9%)	48 (10.1%)
No children presently in school system, but will have in the next 5 years	90 (77.6%)	10 (8.6%)	7 (6.0%)	9 (7.8%)
Never had children in school system and will not have in the next 5 years	137 (63.1%)	15 (6.9%)	25 (11.5%)	40 (18.4%)

QUESTION 26 - Do you think it would be educationally beneficial to increase our current half-day kindergarten program to an extended-day program?

Survey Population	Yes	No	No Opinion
Summit	667 (43.7%)	623 (40.9%)	235 (15.4%)
Brayton District	126 (40.8%)	135 (43.7%)	48(15.5%)
Franklin District	159 (45.7%)	138 (39.6%)	51(14.7%)
Jefferson District	71 (55.5%)	47 (36.7%)	10 (7.8%)
Lincoln District	140 (47.5%)	111 (37.6%)	44(14.9%)
Washington District	98(42.8%)	103 (45.0%)	28 (12.2%)
Unknown District	66 (33.8%)	80 (41.0%)	49(25.1%)
Respondents with Elementary Children	234 (58.1%)	136 (33.7%)	33 (8.2%)
Respondents with Jr. High Children	121 (45.5%)	110 (41.4%)	35 (13.2%)
Respondents with Sr. High Children	128 (43.2%)	128 (43.2%)	40 (13.5%)
Respondents with Priv. School Children	67 (67.7%)	23 (23.2%)	9 (9.1%)
Resp. Education Hi School Grad	23 (46.9%)	21 (42.9%)	5 (10.2%)
Resp. Education Some College	36 (40.9%)	36 (40.9%)	16 (18.2%)
Resp. Education College Grad	168 (37.3%)	203 (45.0%)	80 (17.7%)
Resp. Education Adv. Degree	428 (47.8%)	343 (38.3%)	124 (13.9%)
Currently have children in school system	350 (50.0%)	271 (38.7%)	79 (11.3%)
No children presently in school system, but have had in the past	162 (34.0%)	230 (48.3%)	84 (17.6%)
No children presently in school system, but will have in the next 5 years	75 (64.7%)	35 (30.2%)	6 (5.2%)
Never had children in school system and will not have in the next 5 years	75 (34.6%)	81 (37.4%)	61 (28.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 27 - Some national studies have recommended that the school day and/or year be lengthened to address the problems of expanding curricula and declining achievement. I am in favor of:

A Longer School Day

Survey Population	Yes	No	No Opinion
Summit	545 (35.7%)	708 (46.4%)	272 (17.8%)
Brayton District	97 (31.4%)	153 (49.5%)	59 (19.1%)
Franklin District	128 (36.8%)	164 (47.1%)	56 (16.1%)
Jefferson District	36 (28.1%)	72 (56.3%)	20 (15.6%)
Lincoln District	118 (40.0%)	132 (44.7%)	45 (15.3%)
Washington District	85 (37.1%)	111 (48.5%)	33 (14.4%)
Unknown District	76 (39.0%)	68 (34.9%)	51 (26.2%)
Respondents with Elementary Children	125 (31.0%)	223 (55.3%)	55 (13.6%)
Respondents with Jr. High Children	99 (37.2%)	146 (54.9%)	21 (7.9%)
Respondents with Sr. High Children	90 (30.4%)	172 (58.1%)	34 (11.5%)
Respondents with Priv. School Children	40 (40.4%)	35 (35.4%)	24 (24.2%)
Resp. Education Hi School Grad	10 (20.4%)	25 (51.0%)	14 (28.6%)
Resp. Education Some College	25 (28.4%)	47 (53.4%)	16 (18.2%)
Resp. Education College Grad	150 (33.3%)	215 (47.7%)	86 (19.1%)
Resp. Education Adv. Degree	351 (39.2%)	404 (45.1%)	140 (15.6%)
Currently have children in school system	224 (32.0%)	394 (56.3%)	82 (11.7%)
No children presently in school system, but have had in the past	192 (40.3%)	174 (36.6%)	110 (23.1%)
No children presently in school system, but will have in the next 5 years	41 (35.3%)	58 (50.0%)	17 (14.7%)
Never had children in school system and will not have in the next 5 years	84 (38.7%)	76 (35.0%)	57 (26.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

More School Days Per Year

Survey Population	Yes	No	No Opinion
Summit	665 (43.6%)	632 (41.4%)	228 (15.0%)
Brayton District	140 (45.3%)	129 (41.7%)	40(12.9%)
Franklin District	155 (44.5%)	147 (42.2%)	46 (13.2%)
Jefferson District	52 (40.6%)	59 (46.1%)	17 (13.3%)
Lincoln District	107 (36.3%)	140 (47.5%)	48(16.3%)
Washington District	109 (47.6%)	94 (41.0%)	26 (11.4%)
Unknown District	93 (47.7%)	53 (27.2%)	49 (25.1%)
Respondents with Elementary Children	145 (35.9%)	213 (52.9%)	45 (11.2%)
Respondents with Jr. High Children	88 (33.1%)	148 (55.6%)	30 (11.3%)
Respondents with Sr. High Children	106 (35.8%)	160 (54.1%)	30 (10.1%)
Respondents with Priv. School Children	34 (34.3%)	42 (42.4%)	23 (23.2%)
Resp. Education Hi School Grad	22 (44.9%)	19 (38.8%)	8 (16.3%)
Resp. Education Some College	34 (38.6%)	35 (40.0%)	19 (21.6%)
Resp. Education College Grad	187 (41.5%)	181 (40.1%)	83 (18.4%)
Resp. Education Adv. Degree	403 (45.0%)	376 (42.0%)	116 (13.0%)
Currently have children in school system	256 (36.9%)	372 (53.1%)	70 (10.0%)
No children presently in school system, but have had in the past	226 (47.5%)	158 (33.2%)	92 (19.3%)
No children presently in school system, but will have in the next 5 years	62 (53.4%)	39 (33.6%)	15 (12.9%)
Never had children in school system and will not have in the next 5 years	116 (53.5%)	57 (26.3%)	44 (20.3%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 28 - Check the optional holidays below which you would include as vacation days in the Summit school calendar:

First One Half of List - number of yes answers (%)

Survey Population	Rosh Hashanah	Yom Kippur	Election Day	February Week	February Long Weekend	March Week
Summit	166 (10.9%)	196 (12.9%)	138 (9.0%)	554 (36.3%)	313 (20.5%)	152 (10.0%)
Brayton District	27 (8.7%)	34 (11.0%)	27 (8.7%)	109 (35.3%)	762 (20.1%)	26 (8.4%)
Franklin District	45 (12.9%)	46 (13.2%)	25 (7.2%)	118 (33.9%)	84 (24.1%)	47 (13.5%)
Jefferson District	11 (8.6%)	13 (10.2%)	21 (16.4%)	39 (30.5%)	23 (18.0%)	14 (10.9%)
Lincoln District	33 (11.2%)	40 (13.6%)	25 (8.5%)	129 (43.7%)	68 (23.0%)	47 (15.9%)
Washington District	25 (10.9%)	33 (14.4%)	23 (10.0%)	96 (41.9%)	43 (18.8%)	9 (3.9%)
Unknown District	23 (11.8%)	25 (12.8%)	15 (7.7%)	56 (28.7%)	28 (14.4%)	8 (4.1%)
Respondents with Elementary Children	39 (9.7%)	40 (9.9%)	35 (8.8%)	144 (35.7%)	106 (26.3%)	70 (17.4%)
Respondents with Jr. High Children	22 (8.3%)	25 (9.4%)	21 (7.9%)	103 (38.7%)	78 (29.3%)	41 (15.4%)
Respondents with Sr. High Children	35 (11.8%)	43 (14.5%)	23 (7.8%)	124 (41.9%)	78 (26.4%)	35 (11.8%)
Respondents with Priv. School Children	13 (13.1%)	17 (17.2%)	8 (8.1%)	33 (33.3%)	31 (31.3%)	21 (21.2%)
Resp. Education Hi School Grad	7 (14.3%)	8 (16.3%)	7 (14.3%)	13 (26.5%)	6 (12.2%)	3 (6.1%)
Resp. Education Some College	9 (10.2%)	10 (11.4%)	13 (14.8%)	29 (33.0%)	13 (14.8%)	6 (6.8%)
Resp. Education College Grad	34 (7.5%)	37 (8.2%)	34 (7.5%)	146 (32.4%)	94 (20.8%)	50 (11.1%)
Resp. Education Adv. Degree	110 (12.3%)	132 (14.7%)	82 (9.2%)	358 (40.0%)	195 (21.8%)	90 (10.1%)
Currently have children in school system	66 (9.4%)	79 (11.3%)	59 (8.4%)	265 (37.9%)	179 (25.6%)	103 (14.7%)
No children presently in school system, but have had in the past	44 (9.2%)	52 (10.9%)	40 (8.4%)	181 (38.0%)	80 (16.8%)	24 (5.0%)
No children presently in school system, but will have in the next 5 years	25 (21.6%)	24 (20.7%)	14 (12.1%)	46 (39.7%)	20 (17.2%)	11 (9.5%)
Never had children in school system and will not have in the next 5 years	31 (14.3%)	40 (18.4%)	25 (11.5%)	58 (27.7%)	32 (14.7%)	11 (5.1%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Second One Half of List - number of yes answers (%)

Survey Population	Good Friday	Easter Monday	April Week	April Long Weekend	Memorial Day	Other
Summit	792 (51.9%)	341 (22.4%)	574 (37.6%)	209 (13.7%)	888 (58.2%)	55 (3.6%)
Brayton District	153(49.5%)	62 (B%)	120 (38.8%)	35 (11.3%)	178 (57.6%)	8 (25.9%)
Franklin District	182 (52.3%)	76 (21.8%)	127 (36.5%)	47 (13.5%)	215 (61.8%)	10 (2.9%)
Jefferson District	63 (49.2%)	45 (35.2%)	45 (35.2%)	20 (15.5%)	66 (51.6%)	6 (4.7%)
Lincoln District	186 (63.0%)	70 (23.7%)	123 (41.7%)	56 (19.0%)	196 (66.4%)	6 (2.0%)
Washington Distri98t	125 (54.6%)	53 (23.1%)	c (42.8%)	29 (12.7%)	143 (62.4%)	9 (3.9%)
Unknown District	75 (38.5%)	33 (16.9%)	55 (28.2%)	19 (9.7%)	82 (42.1%)	10 (5.1%)
Respondents with Elementary Children	244 (60.5%)	119 (29.5%)	164 (40.7%)	64 (15.9%)	262 (65.0%)	13 (3.2%)
Respondents with Jr. High Children	163 (61.3%)	72 (27.1%)	105 (39.5%)	55 (20.7%)	182 (68.4%)	11 (4.1%)
Respondents with Sr. High Children	180 (60.8%)	75 (25.3%)	128 (43.2%)	50 (16.9%)	196 (66.2%)	9 (3.0%)
Respondents with Priv. School Children	57 (57.6%)	24 (24.2%)	35 (35.4%)	15 (15.2%)	62 (62.6%)	3 (3.0%)
Resp. Education Hi School Grad	20 (40.8%)	13 (26.5%)	17 (34.7%)	7 (14.3%)	20 (40.8%)	6 (12.2%)
Resp. Education Some College	44 (50.0%)	20 (22.7%)	35 (40.0%)	13 (14.8%)	44 (50.0%)	5 (5.7%)
Resp. Education College Grad	234 (51.9%)	100 (22.2%)	149 (33.0%)	60 (13.3%)	252 (55.9%)	11 (2.4%)
Resp. Education Adv. Degree	484 (54.1%)	203 (22.7%)	366 (40.9%)	126 (14.1%)	561 (62.7%)	27 (3.0%)
Currently have children in school system	416 (59.4%)	193 (27.6%)	291 (41.6%)	116 (16.6%)	462 (66.0%)	25 (3.6%)
No children presently in school system, but have had in the past	221 (46.4%)	76 (16.0%)	178 (37.4%)	54 (11.3%)	250 (52.5%)	15 (3.2%)
No children presently in school system, but will have in the next 5 years	67 (57.8%)	31 (26.7%)	44 (37.9%)	10 (8.6%)	77 (66.4%)	2 (1.7%)
Never had children in school system and will not have in the next 5 years	80 (36.9%)	40 (18.4%)	56 (25.8%)	27 (12.4%)	92 (42.4%)	8 (3.7%)

QUESTION 29 - Should the Board of Education more actively seek opinions about the school system from community members?

Survey Population	Yes	No	No Opinion
Summit	1224 (80.3%)	115 (7.5%)	186 (12.2%)
Brayton District	248 (80.3%)	29 (9.5%)	32 (10.4%)
Franklin District	279 (80.2%)	31 (8.9%)	38 (10.9%)
Jefferson District	110 (85.9%)	4 (3.1%)	14 (10.9%)
Lincoln District	234 (79.3%)	20 (6.8%)	41 (13.9%)
Washington District	198 (86.5%)	17 (7.4%)	14 (6.1%)
Unknown District	139 (71.3%)	13 (6.7%)	43 (22.1%)
Respondents with Elementary Children	344 (85.4%)	19 (4.7%)	40 (9.9%)
Respondents with Jr. High Children	218 (82.0%)	26 (9.8%)	22 (8.3%)
Respondents with Sr. High Children	250 (84.5%)	25 (8.4%)	21 (7.1%)
Respondents with Priv. School Children	82 (82.8%)	5 (5.1%)	12 (12.1%)
Resp. Education Hi School Grad	39 (79.6%)	3 (6.1%)	7 (14.3%)
Resp. Education Some College	77 (87.5%)	8 (9.1%)	3 (3.4%)
Resp. Education College Grad	371 (82.3%)	31 (6.9%)	49 (10.9%)
Resp. Education Adv. Degree	708 (79.1%)	68 (7.6%)	119 (13.3%)
Currently have children in school system	595 (85.0%)	46 (6.6%)	59 (8.4%)
No children presently in school system, but have had in the past	369 (77.5%)	54 (11.3%)	53 (11.1%)
No children presently in school system, but will have in the next 5 years	96 (87.8%)	2 (1.7%)	18 (15.5%)
Never had children in school system and will not have in the next 5 years	157 (72.4%)	9 (4.1%)	51 (23.5%)

SUMMARY OF DEMOGRAPHIC RESPONSES

QUESTION 30 - Children in the Summit School system

Survey Population	Currently have children in the school system	No children in the school system, but have had in the past	No children in the school system, but will have in the next 5 years	Have never had children in the school system and will not have in the next 5 years
Summit	700 (46.4%)	476 (31.5%)	116 (7.7%)	217 (14.4%)
Brayton District	154 (50.2%)	96 (31.3%)	22 (7.2%)	35 (11.4%)
Franklin District	189 (54.5%)	107 (30.8%)	22 (6.3%)	29 (8.4%)
Jefferson District	74 (58.3%)	29 (22.8%)	11 (8.7%)	13 (10.2%)
Lincoln District	155 (52.7%)	100 (34.0%)	16 (5.4%)	23 (7.8%)
Washington District	107 (46.7%)	73 (31.9%)	24 (10.5%)	25 (10.9%)
Unknown District	17 (8.7%)	62 (31.8%)	21 (10.8%)	89 (45.6%)
Respondents with Elementary Children	395 (98.3%)	6 (1.5%)	1 (0.2%)	-
Respondents with Jr. High Children	257 (96.6%)	6 (2.3%)	1 (0.4%)	2 (0.8%)
Respondents with Sr. High Children	295 (99.7%)	1 (0.3%)	-	-
Respondents with Priv. School Children	57 (57.6%)	21 (21.2%)	11 (11.1%)	10 (10.1%)
Resp. Education Hi School Grad	25 (51.0%)	13 (26.5%)	4 (8.2%)	7 (14.3%)
Resp. Education Some College	51 (58.0%)	23 (26.1%)	2 (2.3%)	12 (13.6%)
Resp. Education College Grad	198 (44.3%)	170 (38.0%)	32 (7.1%)	47 (10.5%)
Resp. Education Adv. Degree	415 (46.4%)	257 (28.7%)	76 (8.5%)	141 (15.8%)
Currently have children in school system	700 (100%)	-	-	-
No children presently in school system, but have had in the past	-	476 (100%)	-	-
No children presently in school system, but will have in the next 5 years	-	-	116 (100%)	-
Never had children in school system and will not have in the next 5 years	-	-	-	217 (100%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 31 - Breakdown by Level/Type of school for those respondents who currently have school age children.

Survey Population	Summit Elementary School	Summit Junior High School	Summit Senior High School	Non-public School(s)
Summit	408 (26.8%)	269 (17.6%)	296 (19.5%)	104 (6.8%)
Brayton District	95 (30.1%)	52 (16.8%)	69 (22.3%)	25 (8.1)
Franklin District	98 (28.2%)	80 (23.0%)	85 (24.4%)	26 (7.5%)
Jefferson District	41 (32.0%)	24 (18.8%)	29 (22.7%)	2 (1.6%)
Lincoln District	96 (32.5%)	67 (22.7%)	64 (21.7%)	30 (10.2%)
Washington District	73 (31.9%)	37 (16.2%)	36 (15.7%)	8 (3.5%)
Unknown District	3 (1.5%)	8 (4.1%)	11 (5.6%)	8 (4.1%)
Respondents with Elementary Children	403 (100%)	125 (31.0%)	78 (19.4%)	39 (9.7%)
Respondents with Jr. High Children	125 (47.0%)	266 (100%)	111 (41.7%)	20 (7.5%)
Respondents with Sr. High Children	78 (26.4%)	111 (37.5%)	296 (100%)	19 (6.4%)
Respondents with Priv. School Children	39 (39.4%)	19 (19.2%)	19 (19.2%)	99 (100%)
Resp. Education Hi School Grad	18 (36.7%)	10 (20.4%)	14 (20.4%)	1 (2.0%)
Resp. Education Some College	32 (36.4%)	22 (25.0%)	19 (21.6%)	6 (6.8%)
Resp. Education College Grad	103 (22.8%)	85 (18.8%)	88 (19.5%)	16 (3.5%)
Resp. Education Adv. Degree	250 (27.9%)	151 (16.9%)	170 (19.0%)	75 (8.4%)
Currently have children in school system	399 (57.0%)	259 (37.0%)	295 (42.1%)	57 (8.1%)
No children presently in school system, but have had in the past	7 (1.5%)	6 (1.3%)	1 (0.2%)	22 (4.6%)
No children presently in school system, but will have in the next 5 years	-	-	-	11 (9.5%)
Never had children in school system and will not have in the next 5 years	1 (0.5%)	1 (0.5%)	-	10 (4.6%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 32 - **What elementary school district do you live in?**

Survey Population	Brayton	Franklin	Jefferson	Lincoln	Washington	Don't Know
Summit	309 (20.3%)	348 (22.8%)	128 (8.4%)	295 (19.3%)	229 (15.0%)	198 (14.2%)
Brayton District	309 (100%)	-	-	-	-	-
Franklin District	-	348 (100%)	-	-	-	-
Jefferson District	-	-	128 (100%)	-	-	-
Lincoln District	-	-	-	295 (100%)	-	-
Washington District	-	-	-	-	229 (100%)	-
Unknown District	-	-	-	-	-	195 (100%)
Respondents with Elementary Children	95 (23.6%)	97 (24.1%)	40 (9.9%)	96 (23.8%)	71 (17.6%)	4 (1.0%)
Respondents with Jr. High Children	52 (19.5%)	80 (30.1%)	23 (8.6%)	67 (25.2%)	36 (13.5%)	8 (3.0%)
Respondents with Sr. High Children	69 (23.3%)	85 (28.7%)	29 (9.8%)	64 (21.6%)	36 (12.2%)	13 (4.4%)
Respondents with Priv. School Children	25 (25.3%)	26 (26.3%)	2 (2.0%)	30 (30.3%)	8 (8.1%)	8 (8.1%)
Resp. Education Hi School Grad	5 (10.2%)	2 (4.1%)	12 (24.5%)	5 (10.2%)	16 (32.7%)	9 (18.4%)
Resp. Education Some College	15 (17.0%)	12 (13.6%)	26 (29.5%)	10 (11.4%)	13 (14.8%)	12 (13.6%)
Resp. Education College Grad	89 (19.7%)	119 (26.4%)	41 (9.1%)	83 (18.4%)	70 (15.5%)	49 (10.9%)
Resp. Education Adv. Degree	194 (21.7%)	213 (23.8%)	43 (4.8%)	197 (22.0%)	129 (14.4%)	119 (13.3%)
Currently have children in school system	154 (22.0%)	189 (27.0%)	74 (10.6%)	155 (22.1%)	107 (15.3%)	21 (3.0%)
No children presently in school system, but have had in the past	96 (20.2%)	107 (27.5%)	29 (6.1%)	100 (21.0%)	73 (15.3%)	71 (14.9%)
No children presently in school system, but will have in the next 5 years	22 (19.0%)	22 (19.0%)	11 (9.5%)	16 (13.8%)	24 (20.7%)	21 (18.1%)
Never had children in school system and will not have in the next 5 years	35 (16.4%)	29 (13.6%)	13 (6.0%)	23 (10.7%)	25 (11.7%)	89 (41.6%)

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

QUESTION 33 - What is the education level of the most educated member of your household?

Survey Population	≤8th Grade	Some High School	High School Grad.	Some College	College Grad.	Advanced Degree
Summit	6 (0.4%)	7 (0.5%)	49 (3.3%)	88 (5.9%)	451 (30.1%)	895 (59.8%)
Brayton District	2 (0.7%)	1 (0.3%)	5 (1.6%)	15 (4.9%)	89 (29.1)	194 (63.4%)
Franklin District	1 (0.3%)	1 (0.3%)	2 (0.6%)	12 (3.4%)	119 (33.2%)	213 (61.2%)
Jefferson District	2 (1.6%)	4 (3.1%)	12 (9.4%)	26 (20.3%)	41 (32.0%)	43 (33.6%)
Lincoln District	0 (0%)	0 (0%)	5 (1.7%)	10 (3.4%)	83 (28.1%)	197 (66.8%)
Washington District	0 (0%)	0 (0%)	16 (7.0%)	13 (5.7%)	70 (30.7%)	129 (56.6%)
Unknown District	1 (0.6%)	1 (0.6%)	9 (5.0%)	12 (6.7%)	39 (21.8%)	117 (65.4%)
Respondents with Elementary Children	3 (0.7%)	1 (0.2%)	18 (4.5%)	30 (7.5%)	101 (25.1%)	249 (61.9%)
Respondents with Jr. High Children	0 (0%)	1 (0.4%)	10 (3.8%)	21 (7.9%)	85 (32.0%)	149 (56.0%)
Respondents with Sr. High Children	0 (0%)	3 (1.0%)	14 (4.8%)	19 (6.5%)	88 (29.9%)	170 (57.8%)
Respondents with Priv. School Children	0 (0%)	0 (0%)	1 (1.0%)	6 (6.1%)	16 (16.3%)	75 (76.5%)
Resp. Education Hi School Grad	-	-	49 (100%)	-	-	-
Resp. Education Some College	-	-	-	88 (100%)	-	-
Resp. Education College Grad	-	-	-	-	451 (100%)	-
Resp. Education Adv. Degree	-	-	-	-	-	895 (100%)
Currently have children in school system	3 (0.4%)	3 (0.4%)	25 (3.6%)	51 (7.3%)	198 (28.5%)	415 (59.7%)
No children presently in school system, but have had in the past	2 (0.4%)	0 (0%)	13 (2.8%)	23 (4.9%)	170 (36.6%)	257 (55.3%)
No children presently in school system, but will have in the next 5 years	0 (0%)	1 (0.9%)	4 (3.5%)	2 (1.7%)	36 (27.8%)	76 (66.1%)
Never had children in school system and will not have in the next 5 years	1 (0.5%)	3 (1.4%)	6 (2.9%)	12 (5.7%)	47 (22.4%)	141 (67.1%)

SECTION 5

Written Comments

1. Introduction

The "comments" section at the end of the questionnaire gave the respondents an opportunity to address concerns not covered directly by the survey or to make additional comments on matters of special concern. Some comments were made alongside individual questions rather than at the end. Half of the respondents (793) took this opportunity to respond and made a total of 1,991 comments.

In order to report the tenor of these comments, the committee read them all and tabulated the respondents' concerns by grouping their thoughts into broad categories and noting whether they were happy with the status quo or wished some changes to be made.

Where a respondent reworded a question or wrote a note objecting to the wording of the question, it was interpreted as a "needs change" comment. A frequently encountered example is Question 3, where many wrote that they wanted stable or lower costs combined with stable or increased quality of education.

It must be noted that because a comment was counted in the "needs change" category, it does not necessarily mean the respondent objected to the status quo. Some said that the current situation was acceptable but strongly encouraged improvement. Also, several respondents made comments such as *more* taxes or higher teacher salaries. Both these two types of responses were counted as "needs change."

2. Methodology of Tabulation

The goal in tabulating the comments was to keep the number of categories manageable, while including enough breadth to give a clear indication of the feelings and expectations expressed by those submitting comments.

The set of categories used in tabulation was developed and refined as follows:

1. A draft set of categories, based on a random sampling of comments, was developed.
2. Using this draft set of categories, each of nine people read comments from the same randomly selected group of approximately one hundred questionnaires and tabulated their finding -
3. The results were discussed in detail by the nine. Areas of conflict, disagreement and omission were resolved. This resulted in the final draft set of categories.
4. Then, five people jointly coded fifty returns, and after discussion, agreed on the final set of categories that were used to tabulate the comments.
5. Returns were then divided among these five trained people and tabulated. Any questions were resolved by the group.
6. The tabulated results were summed and are presented in this report with prefacing comments.

3. Summary of Comments

* 167 of the comments were on the Summit Schools in general. 107 of them indicated satisfaction with the system, but most comments indicated that changes were needed in specific areas of staff, curriculum, costs, etc.

* 407 of the comments related to principals, teachers, and tenure. Many respondents expressed concern and frustration at their inability within the survey to rate specific teachers, principals, and schools. (The questionnaire was specifically designed *not* to allow this level of detail.) With regard to principals and teachers, elementary schools received primarily positive comments; the Junior High had the most negative comments; the Senior High responses was mixed. Great concern was expressed about maintaining a high quality of teaching and the need to terminate teachers who are no longer providing a positive classroom experience for our students. "Do away with tenure!" was a frequent cry, and many seemed to think that Summit has control over tenure.

* 373 of the comments reflected concern with curricular matters. More emphasis on the basic skills of reading, writing, and mathematics at all levels was frequently mentioned. Most graduation requirement comments indicated a desire for: a language requirement; an increase in the science and mathematics requirements; and some computer knowledge. 156 of the curriculum comments related to changes in specific programs, almost all suggesting an upgrading rather than a decrease.

* 182 of the comments related to costs, almost all of them suggesting that some change was needed. While the majority called for greater economic efficiencies within the system, a number of respondents called for spending more if it meant better educational programs and higher quality teachers.

* Most of the 131 comments on the Superintendent and the Administration in general, felt a need to change leadership and for a reduction in the number of administrators.

* 128 of the comments were directed to what was called "emphasis." This category covered the gifted and talented programs, the "average" student, college-bound versus non-college oriented, special education, favoritism, minorities, and similar topics. Most comments suggested a change in "emphasis," but there was no clear direction in any area.

* Of the 88 comments on communications, those respondents with children in elementary school were more satisfied than the other respondents. Most expressed a desire for better communication, although they did not suggest how it could be accomplished.

* From the 84 comments on the school calendar, no clear direction was indicated. A strong interest in ending the school year earlier in June was shown, but people differed on how to achieve this. Some felt strongly about certain holidays; some wanted to eliminate half days; a few wanted one of the February or April weeks eliminated.

* 75 of the comments were about drugs and discipline in the schools, specifically at the Junior and Senior High. The tenor of the comments suggested that the schools should place an even greater emphasis on this area than they currently do.

* Many of the 58 comments on the school board reflected a desire for an elected versus appointed board and for better communication with the community.

* Most of the 57 comments on student life were about athletics, most preferring more emphasis on intermural sports and less on varsity ones and more reasonable practice times.

* 51 comments compared Summit to other schools, either private or in other towns. Most of the comments were favorable.

* 30 of the comments related to facilities' use or condition. Those focused mainly on the Junior High with a few on Wilson and Jefferson.

* Only 19 comments made reference to the "records seizure" last February.

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

TABULATION OF 1,991 WRITTEN COMMENTS

Category	Number of Comments	Percentage of Total Comments
Teachers	235	11.8
Curriculum - Basic Skills, Graduation Requirements, Homework, Grading System, Textbook Choice	217	10.9
Costs - Allocation/Management of Funds, Taxes, Teacher Salaries, Class Size	182	9.1
General Approval or Disapproval	167	8.4
Curriculum - Specific Programs	156	7.8
Superintendent/Administration - Quality, Competence, Pay, Numbers	131	6.6
Emphasis - Favoritism, Minorities, Women, Special Ed., Gifted, Average Students, College-bound, Socio-economic	128	6.4
Principals - Quality, Competence, Decisions	123	6.2
Communications - BOE, City, Parents, Principals, Teachers, Press, Defensiveness	88	4.4

EXTERNAL ASSESSMENT COMMITTEE SURVEY RESULTS

Category	Number of Comments	Percentage of Total Comments
School Calander - Length of Day or Year, Holidays, Field Trips	84	4.2
Drugs/Discipline - General, Special Programs, Alcohol, Smoking	75	3.8
Board of Education - Competence, Decisions, Elected versus Appointed	58	2.9
Student Life - Activities, Athletics, After or Preschool Care, Safety	57	2.9
Concern, But No Knowledge - No one in Schools, New To Town	56	2.8
Compare To Other Schools/Systems, Public, Private - % College-bound, SATs	51	2.6
Tenure -	49	2.5
Questionnaire -	45	2.3
Facilities - Grounds, Bulidings, Equipment, Wilson	30	1.5
Guidance - Jr. and Sr. High Schools	28	1.4
Record Seizure and Aftermath	19	1.0
Politics - General, City, State, CAPS	12	0.6
TOTAL	1991	

SECTION 6

Appendices

1. Appendix I

1.1 The Questionnaire and Cover Letter

EXTERNAL ASSESSMENT COMMITTEE
14 Beekman Terrace
Summit, NJ 07901

October 15, 1984

Dear Neighbor,

The enclosed questionnaire was developed by the External Assessment Committee, which was established in June, 1983, by the Board of Education to help the Board assess community perceptions of and knowledge about the Summit Public Schools.

We are asking that every household in Summit complete and return one questionnaire. Responses will assist the Board of Education in planning and communication. Since these activities affect all Summit residents, it is important to obtain feedback from all households - not just those with children in the school system.

As you complete the questionnaire, please remember that:

- Your responses will be STRICTLY CONFIDENTIAL.
- General questions (for everyone) appear first, followed by more specific questions (for those who are more familiar with the school system).
- Accurate responses to the demographic questions at the end of the questionnaire will help us to analyze the findings of the study.
- There is a section for comments at the end of the questionnaire. If you need more space for comments, attach an extra piece of paper and please add a stamp.
- Results of the study will be shared with the community in early 1985.

Please return your questionnaire in the enclosed postage-paid envelope by November 1, 1984. If you have any questions, feel free to call Mary Liz Lewis, Judy Petersen, or any other member of the committee.

Thank you for your time and effort.

Cordially,

Mary Liz Lewis
Judy Petersen

Mary Liz Lewis, Chairperson (273-9205)
Judy Petersen, Assistant Chairperson (277-3994)

Rusty Buckley
Drucilla Cooper
Dick Elmiger
Art Fricke
Diane Grannon
Jim Harbison
Eleanor Heimstaedt
Mike Johnston
Rudy Krajci
Phyllis Sank
Linda Walker
Toby Wasson
George Williams

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EXTERNAL ASSESSMENT COMMITTEE SURVEY

1. In general, how would you rate the effectiveness of the Summit school system in relation to the school systems in similar communities? (check one):

Best	____ (a)
Better than most	____ (b)
Average	____ (c)
Less effective than most	____ (d)
Least effective	____ (e)
No opinion	____ (f)

2. In general, the quality of education provided by the Summit schools in the last 5-10 years has (check one):

Improved	____ (a)
Remained about the same	____ (b)
Declined	____ (c)
No opinion	____ (d)

3. Summit should (check one):

Raise the school tax level and increase educational programs	____ (a)
Maintain the current tax level and maintain current educational programs	____ (b)
Lower the school tax level and cut back educational programs	____ (c)
No opinion	____ (d)

4. Based on your perception, the effectiveness of the following parts of the school system is (check one for each item):

	(a) Outstanding	(b) Good	(c) Satisfactory	Needs (d) Improvement	No (e) Opinion	
Board of Education						
Communications	____	____	____	____	____	(36)
Performance	____	____	____	____	____	(37)
Central Office Administration						
Communications	____	____	____	____	____	(38)
Performance	____	____	____	____	____	(39)
Maintenance of school buildings and grounds	____	____	____	____	____	(40)
Principals						
Communications	____	____	____	____	____	(41)
Performance	____	____	____	____	____	(42)
Maintenance of school equipment and classrooms	____	____	____	____	____	(43)
Teachers						
Communications	____	____	____	____	____	(44)
Performance	____	____	____	____	____	(45)

5. Have you attended a Board of Education meeting in the past 5 years?

Yes	____ (a)
No	____ (b)

6. Based on your perception of the school system, please rank the following budget-related items (check only one for each item):

	(a) Too low	(b) About right	(c) Too high	No (d) Opinion	
Students per class	____	____	____	____	(46)
Beginning teacher salary ($15,000)	____	____	____	____	(47)
Average teacher salary ($26,000)	____	____	____	____	(48)

7. The school system presently offers summer enrichment courses on a tuition basis. The district should (check one):

Continue the summer courses only	____ (a)
Expand current tuition offerings to include courses scheduled during the school year outside of school hours	____ (b)
Offer no courses for which tuition is required	____ (c)
No opinion	____ (d)

8. One method for expanding educational opportunities is the establishment of a nonprofit public school foundation, to which individuals, foundations and corporations can contribute. Do you think this is a good idea for Summit? (check one)

Yes	____ (a)
No	____ (b)
No opinion	____ (c)

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9. The Board of Education has received requests to offer before-school and after-school care. The school system should (check one):

Get involved at a cost to the district	____ (a)
Get involved on a fee-for-service basis	____ (b)
Not get involved	____ (c)
No opinion	____ (d)

10. Should Summit spend money on an active recruiter working to attract high quality teachers? (check one)

Yes	____ (a)
No	____ (b)
No opinion	____ (c)

11. How state certification procedures would allow Summit to hire teachers with broader experience but less formal teacher training. Should Summit hire teachers under this new program? (check one)

Yes	____ (a)
No	____ (b)
No opinion	____ (c)

12. In my opinion, inservice training (continuing education) for teachers should be (check one):

Continued under the present system of several release time days/midday dismissal for students	____ (a)
Scheduled on a whole-day basis/no school for students	____ (b)
Scheduled outside of school hours at a cost to the district	____ (c)
None of the above	____ (d)
No opinion	____ (e)

13. Do teachers and administrators consistently demonstrate high expectations for all students? (check one)

Yes	____ (a)
No	____ (b)
No Opinion	____ (c)

14. Should there be a formal process whereby members of the public can participate in the teacher evaluation process? (check one):

Yes	____ (a)
No	____ (b)
No opinion	____ (c)

15. New Jersey law currently restricts district spending for education (budget CAPS). Approximately 80% of the budget includes mandated and fixed-cost items. The Board of Education must allocate the remaining 20% among a number of programs. Please rank the programs listed below from 1 (the program for which you would decrease spending first) to 8 (the program for which you would decrease spending last).

Rank in order from 1 (decrease spending first) to 8 (decrease spending last):

Computer Education	____ (49)
Foreign Languages	____ (50)
Practical Arts (e.g., industrial arts, business education)	____ (51)
Electives	____ (52)
Summer school	____ (53)
Student activities	____ (54)
Athletic programs	____ (55)
The fine and performing arts (e.g., art, music)	____ (56)

16. The school system should (check one):

Place more emphasis on basic skills and less emphasis on enrichment programs and electives	____ (a)
Maintain the present approach	____ (b)
Place more emphasis on enrichment programs and electives and less emphasis on basic skills	____ (c)
No opinion	____ (d)

17. Our current high school program is (check one):

Too focused on college-bound students	____ (a)
Not focused enough on college-bound students	____ (b)
Appropriately focused	____ (c)
No opinion	____ (d)

18. Our current high school vocational program is (check one):

Inadequate	____ (a)
Adequate	____ (b)
More than adequate	____ (c)
No opinion	____ (d)

19. Our current high school graduation requirements are listed below:

Curriculum	9-12 Requirements
English	4 yrs.
Mathematics	2 yrs.
Science	1 yr.
U.S. History/Social Studies	2 yrs.
Physical Education, Health/ Safety	4 yrs.
Fine, Practical and/or Performing Arts	1 yr.
Career Exploration	½ yr.

These requirements should be (check one)

Increased _____ (a)
Left as they are _____ (b)
No opinion _____ (c)

20. The school system should offer a formal SAT-preparation course (check one):

Within the school day (at district expense) _____ (a)
Outside school hours (for a fee) _____ (b)
Not at all _____ (c)
No opinion _____ (d)

21. How much emphasis should the school district place on the following extra-curricular activities? (check only one for each item)

	(a) Less emphasis	(b) Maintain current emphasis	(c) Greater emphasis	(d) No opinion	
Music	_____	_____	_____	_____	(57)
Drama	_____	_____	_____	_____	(58)
Special interest clubs	_____	_____	_____	_____	(59)
School publications	_____	_____	_____	_____	(60)
School government	_____	_____	_____	_____	(61)
Varsity sports	_____	_____	_____	_____	(62)
Intramural sports	_____	_____	_____	_____	(63)

22. Overall, I'd rate the discipline in the Summit schools as (check only one for each item):

	(a) Excellent	(b) Good	(c) Fair	(d) Poor	No (e) opinion	
Elementary						
Junior High School	___	___	___	___	___	(64)
Senior High School	___	___	___	___	___	(65)
	___	___	___	___	___	(66)

23. In my opinion, the use of drugs and alcohol by Summit students is (check one in each COLUMN):

	(67) Outside School	(68) In school	
A problem for many Summit students	_____	_____	(a)
A problem for some Summit students	_____	_____	(b)
A problem for only a few Summit students	_____	_____	(c)
Not a problem	_____	_____	(d)
No opinion	_____	_____	(e)

24. Indicate your perception of the amount of homework currently assigned (check only one for each level):

	(a) Too little	(b) About right	(c) Too much	(d) No opinion	
Elementary					
Junior High School	_____	_____	_____	_____	(69)
Senior High School	_____	_____	_____	_____	(70)
	_____	_____	_____	_____	(71)

25. Foreign language instruction should be offered as a component of the elementary program (check one):

During the school day _____ (a)
Outside school hours _____ (b)
Not at all _____ (c)
No opinion _____ (d)

26. Do you think it would be educationally beneficial to increase our current half-day kindergarten program to an extended-day program? (check one)

Yes _____ (a)
No _____ (b)
No opinion _____ (c)

27. Some national studies have recommended that the school day and/or year be lengthened to address the problems of expanding curricula and declining achievement. I am in favor of (check only one for each item):

	(a) Yes	(b) No	(c) No opinion	
A longer school day	____	____	____	(72)
More school days per year	____	____	____	(73)

28. Check the optional holidays below which you would include as vacation days in the Summit school calendar (those with an asterisk are our 1984-85 school calendar holidays):

Rosh Hashanah	____	(a)	Easter Monday	____	(g)
Yom Kippur	____	(b)	*April week	____	(h)
Election Day	____	(c)	April long weekend	____	(i)
*February week	____	(d)	*Memorial Day	____	(j)
February long weekend	____	(e)	Other	____	(k)
March week	____	(f)	____		
*Good Friday	____	(g)	____		

29. Should the Board of Education more actively seek opinions about the school system from community members? (check one):

Yes	____	(a)
No	____	(b)
No opinion	____	(c)

DEMOGRAPHIC DATA

30. Children in the Summit public school system (check one):

I currently have children in the school system	____	(a)
I do not presently have children in the school system but I have had in the past	____	(b)
I do not presently have children in the school system but will have in the next five years	____	(c)
I have never had children in the school system and will not have in the next five years	____	(d)

31. If you currently have school-age children, please indicate grade level(s) after the appropriate school(s):

	Grade(s)	
Summit elementary school	____	(a)
Summit Junior High School	____	(b)
Summit High School	____	(c)
Nonpublic school(s)	____	(d)

32. What elementary school district do you live in? (check one):

Brayton	____	(a)
Franklin	____	(b)
Jefferson	____	(c)
Lincoln	____	(d)
Washington	____	(e)
Don't know	____	(f)

33. What is the education level of the most educated member of your household? (check one):

8th grade or less	____	(a)
Some high school	____	(b)
High school graduate	____	(c)
Some college	____	(d)
College graduate	____	(e)
Advanced degree(s)	____	(f)

34. Your comments about the Summit school system are invited. _____

_____

_____

_____

_____

THIS PAGE IS OFFERED TO THOSE FAMILIES WHO HAVE KNOWLEDGE ABOUT THE CURRICULUM IN THE SUMMIT SCHOOLS. OTHERS MAY DISCARD THIS PAGE.

Using an A, B, C, D, and F scale, please grade the school system in each of the following areas (check one grade for each item):

Instructional Programs	A	B	C	D	F Fail	No Opinion	
Elementary							
Reading	___	___	___	___	___	___	(10)
Language Arts	___	___	___	___	___	___	(11)
Mathematics	___	___	___	___	___	___	(12)
Science	___	___	___	___	___	___	(13)
Social Studies	___	___	___	___	___	___	(14)
Computer Instruction	___	___	___	___	___	___	(15)
Music	___	___	___	___	___	___	(16)
Art	___	___	___	___	___	___	(17)
Physical Education	___	___	___	___	___	___	(18)
Family Life/Health	___	___	___	___	___	___	(19)
Drug/alcohol awareness	___	___	___	___	___	___	(20)
Gifted and Talented	___	___	___	___	___	___	(21)
Junior High School							
Reading	___	___	___	___	___	___	(22)
English	___	___	___	___	___	___	(23)
Mathematics	___	___	___	___	___	___	(24)
Science	___	___	___	___	___	___	(25)
Social Studies/History	___	___	___	___	___	___	(26)
Foreign Languages	___	___	___	___	___	___	(27)
Computer Instruction	___	___	___	___	___	___	(28)
Music	___	___	___	___	___	___	(29)
Art	___	___	___	___	___	___	(30)
Physical Education	___	___	___	___	___	___	(31)
Industrial Arts/ Home Economics	___	___	___	___	___	___	(32)
Family Life/Health	___	___	___	___	___	___	(33)
Drug/alcohol awareness	___	___	___	___	___	___	(34)
Senior High School							
English	___	___	___	___	___	___	(35)
Mathematics	___	___	___	___	___	___	(36)
Science	___	___	___	___	___	___	(37)
History	___	___	___	___	___	___	(38)
Foreign Languages	___	___	___	___	___	___	(39)
Computer Instruction	___	___	___	___	___	___	(40)
Music	___	___	___	___	___	___	(41)
Art	___	___	___	___	___	___	(42)
Physical Education	___	___	___	___	___	___	(43)
Industrial Arts/ Home Economics	___	___	___	___	___	___	(44)
Business Education	___	___	___	___	___	___	(45)
Vocational	___	___	___	___	___	___	(46)
Family Life/Health	___	___	___	___	___	___	(47)
Drug/alcohol awareness	___	___	___	___	___	___	(48)
Guidance Services							
Program and course advice	___	___	___	___	___	___	(49)
Counselling in career and college selection	___	___	___	___	___	___	(50)
Assistance with social and emotional problems	___	___	___	___	___	___	(51)

2. *Appendix II*

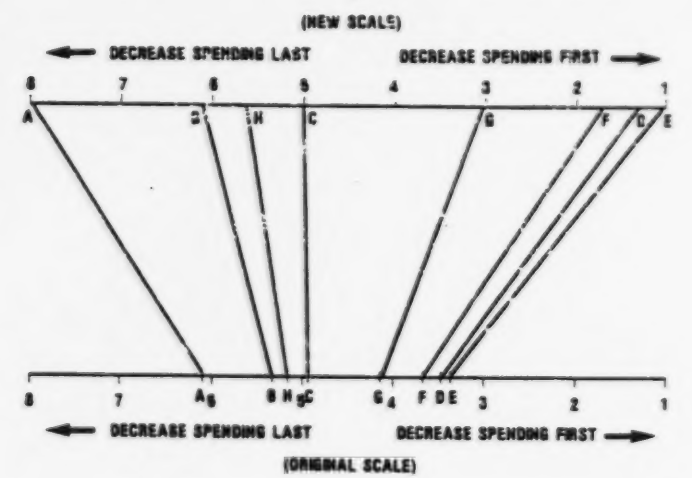
2.1 Question 15 Data Analysis Methodology

To more clearly differentiate among the results obtained in response to question 15, the data were treated in the following manner: The respondent was asked to rank eight items in priority order, 8 given to the highest priority, 7 to the next, and so on to 1 for the lowest priority item. For each item the numerical average was obtained. Typically the data were not normally distributed, and, although not meaningful, the standard deviation (assuming normality) were all approximately ± 2 units (on a scale of 1 to 8) illustrating the spread in the data.

Using the numerical averages, a new scale was generated with the largest average equated to 8.0 and the smallest average equated to 1.0. All remaining averages were then scaled appropriately onto this transformed 8.0 to 1.0 scale.

Transforming the data in the above manner causes each [survey population data set] to have its own unique scale. While all scales are similar, it is unwise to ascribe any significant meaning to the actual numerical values of the rescaled data, but rather to focus on the *relative* positions of the data.

QUESTION 15 DATA TREATMENT



2.2 Question 28 Data Analysis Methodology

The data for Question 28 was recorded as either a yes if the item were so marked or a no if the item were so marked or if the item were left blank (i.e. no opinion carried equal weight as a no response). Therefore the number of yes responses is artificially low. Strong yes responses are for the following vacation/holiday schedule in descending order are:

Memorial Day, Good Friday, April Week, and February Week. All of which are currently vacations/holiday and were so noted possibly biasing responses. Moderate yes responses were found for Easter Monday and a February long weekend. All other proposed vacations/holiday had mild and approximately equal % of yes responses.

No clear consensus is indicated for a change from present practice.

Appendix III

PLANNING/REPORTING SHEET
OBJECTIVES FOR 1983 - 1985

School/Department District
Responsible Person(s) G. Kingsbury

Plan approved by R.L.Fiander
Date: 7/1983

CONCERN/PROBLEM	DISTRICT/SCHOOL OBJECTIVE(target pop.,achievement,standard)	PLAN DEVELOPERS(staff,community,students)	METHOD(S) OF INVOLVEMENT
Instruction has no scientific base; there is no common vocabulary to describe its elements	By 6/30/85, 100% of the administrators and teachers in the Summit Public Schools will be able to demonstrate a basic understanding of the elements of instruction as evidenced by their ability to verbalize the concepts and skills and to use these concepts and skills in meeting their teaching or supervisory responsibilities.	G. Kingsbury, Resource Support People, Administrative Council, staff	G. Kingsbury and the Resource Support People will present a draft staff development plan for review and acceptance.

Tasks/Activities	Timeline	Required Resources	Person(s) Responsible	Indicators of Success	Assessment of Progress Nov.	Assessment of Progress May	Supervisor's Notes Nov.	Supervisor's Notes May
(1) Evaluate workshops presented in the 1982-83 school year.	4/15-6/30		Resource Support People, based on participant input	Completed evaluation report sent to all participants				
(2) Plan two workshops for 60 untrained teachers for the 1983-84 school year.	4/15-6/30	$175 - $25 honoraria for 7 Resource Support Persons	Kingsbury	Agenda planned for two workshops				
(3) Plan bi-monthly meetings for all administrators/dept. chairpersons to review the elements of instruction in the context of clinical supervision.	6/30-9/12	$1570 - curriculum development funds to develop presentations. $900 - purchase of Hunter tapes with 3 other districts		Completed presentations				
(4) Present a fall and spring workshop - total of 60 untrained teachers	1983-84	Total $8960 for Resource Support People subs $250 - refreshments		Ability of participants to verbalize concepts and to implement concepts in classroom as observed by principal/dept. chairpersons, Resource Support Persons				